

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Wylde Green Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils (as of September 2025)	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	RASP committee
Pupil premium lead	Richard Hamilton-Martin
Governor / Trustee lead	Emily Coyne-Umfreville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,200
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,200

Part A: Pupil premium strategy plan

Statement of intent

Aims of our Pupil premium strategy at Wylde Green Primary School

- To improve the academic outcomes for all disadvantaged pupils in the school
- To ensure disadvantaged pupils have access to the same wide range of cultural capital experiences as all other pupils do.
- To improve the life-chances of all disadvantaged pupils by developing a love of learning and creating the ambition and motivation to succeed.

Pupil premium planning and spending rationale at Wylde Green Primary School

Additional government funding, the Pupil Premium Grant (PPG), is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of disadvantaged pupils. Wylde Green Primary School uses the Department for Education (DfE) and Education Endowment Foundation (EEF) 3-tiered 'menu of approaches' for raising the attainment of disadvantaged pupils when establishing and reviewing our Pupil Premium strategy.

Schools are advised to allocate spending across three key areas:

1. Developing high-quality teaching (for example: Continued Professional Development (CPD); coaching and mentoring; supporting National Professional Qualifications (NPQs); developing a broad, balanced and knowledge-based curriculum)
2. Providing targeted academic support (for example: peer tuition, tutoring, targeted interventions, extended school time and use of teaching assistants)
3. Tackling non-academic barriers to academic success (for example: supporting pupils' social, emotional and behavioural needs; supporting attendance; extra-curricular activities and breakfast clubs).

We ensure that our strategy embeds the principles of coherence with the curriculum, collective responsibility for delivering the strategy and appropriate targeting and monitoring. All staff and governors at Wylde Green Primary School are committed to ensuring that 'Quality First Teaching' (the DfE and EEF's top priority to raise attainment) meets the needs of every pupil so that all can reach their full potential. At Wylde Green Primary, we aim to ensure high attainment for all pupils and adopt an individualised approach to addressing barriers to learning and emotional support founded upon high quality and thorough diagnostic assessment. We aim to ensure that barriers are removed so that all our pupils can know more and remember more in order to maximise their life skills and therefore their life chances. Ensuring Quality First Teaching (QTF) is our first and most important priority at Wylde Green. We are constantly looking for ways to develop all of our staff's pedagogical understanding, subject knowledge and best practice, as evidenced in our School Development Plan priorities. We achieve this in a number of ways. – High-quality weekly CPD is delivered both to teachers and to all support staff. Observations are supported with detailed feedback. Mentoring programmes, led by our experienced ECT mentor, support those newer to the profession. Opportunities for embedding time, professional dialogue, co-planning and peer observations are built into staff profiles.

The school ensures that accurate assessment is in place in order that data can be analysed and understood and areas of concern acted upon immediately. The impact of this is evident. Ofsted in December 2024 commented ***'All pupils progress exceptionally well through the curriculum. Pupils' published test results are high. They leave the school well equipped for the challenges of secondary education.'***

Standards of attainment remain exceptionally high - 89% of all pupils met the expected standard in RWM in KS2 standardised assessment 2025/26 (compared to 63% nationally), with 19% of all pupils meeting the higher standard (compared to 9% nationally). There were 18 PP pupils in the Y6 cohort in 2025/26. Year 6 pupils eligible for PP made expected or accelerated progress in writing, reading, GPS and maths.

Notably, 94% of pupils in Y6 (who took the test) achieved the national standard in reading, 94% in writing and 94% in Maths. Furthermore, 94% of Pupil Premium pupils achieved Expected Standard in combined Reading, Writing and Maths. In the Y4 Maths Multiplication Tables Check (MTC) the average point score was 19.2 (out of 25) for Pupil Premium pupils.

Our relentless goal is therefore to enable every child in our school, including those eligible for PPG, to reach, or surpass, the national performance expectation for their age. We want all disadvantaged pupils to be confident, independent and resilient learners, allowing them to move on to the next phase of their education without carrying the burden of inequality with them. Where the quality of teaching is high, we want to look at the specific areas of challenge that our pupils eligible for PP face and how we can overcome this.

No Pupil Premium Strategy will be successful if children are not present in school to benefit from the measures we have adopted to support them. We therefore aim for every child to meet the school's attendance target of 95%.

Measuring progress and attainment

We measure the progress and attainment of pupil premium pupils three times a year, alongside all other pupils in school. We compare the performance of our pupil premium pupils to non-pupil premium pupils and with other similar schools to evaluate our own effectiveness. If something is not working, we will review why and make adjustments.

Challenges

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

Challenge	Detail of challenge
In-school barriers (issues to be addressed in school)	1. Communication & Language – Develop speaking, listening and language skills including expressive and receptive vocabulary and oral language 2. Develop reading comprehension skills as a result of poor language skills and limited exposure to literature in the home 3. Improve attitudes and behaviours to learning – low resilience, persistence and concentration skills 4. Develop mathematical understanding and reasoning skills – basic sense of number, learn by heart facts and the vocabulary to explain mathematically are areas for development 5. Many pupils have additional needs i.e. SEND, including issues with fine and gross motor skills 6. Close the achievement gap between PP and non PP children at expected standard and Higher Standard/Greater depth
External barriers (issues which also require action outside school)	7. Parental engagement in pupil's learning – little support at home for some pupils 8. Some pupils are not regular readers and exposure to quality texts at home, so they have large vocabulary gaps which affects their comprehension in all subjects. 9. Develop parents' understanding and attitude towards school attendance, reducing absence, including persistent absence, lateness and holidays in term time. 10. Mental Health Issues and family difficulties – a high number of Pupil Premium pupils come from families who are experiencing domestic difficulties, mental and physical health issues, police or social services involvement, poverty. These factors impact on learning and attendance.

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
Raise the attainment of disadvantaged children.	Staff have received high quality professional development linked to school priorities. •Significant progress is made within Reception year to address the low baseline of disadvantaged pupils in relation to speaking, listening and language skills. •NELI language assessments, at the start and completion of the programme, •Evidence an increase in scores for disadvantaged pupils in identified areas of oral communication. •The vast majority of Pupil Premium pupils have developed reading comprehension skills in line with national expectations at KS1 and KS2. •The vast majority of Pupil Premium pupils are working in line with national expectations in Mathematics at KS1 & KS2. •The Achievement gap between PP and non PP children at Expected standard and Higher Standard/Greater depth is closing. •100% of children who are assessed as in need of NELI, receive this provision; •90% of PP pupils meet (or surpass) the expected standard in Reading, Writing, GPS (grammar, punctuation and spelling) and maths in Y6 statutory assessment, with reasonable flexibility for those children with concurring characteristics: SEND support, EHCP, Multilingual (ML or having English as an Additional Language EAL), those outside their year group, or those who have joined the school within the last two years; •90% of PP pupils pass the Y1 Phonics Screening Check; •80% of children to achieve 20/25 in the Y4 MTC (Multiplication Times Tables Check) •80% of PP pupils meet (or surpass) the expected standard in Reading, Writing, GPS (grammar, punctuation and spelling) and maths in end of each year group's assessments (internal summative assessment), with reasonable flexibility for those children with concurring characteristics: SEND support, EHCP, Multilingual (ML or having English as an Additional Language EAL), those outside their year group, or those who have joined the school within the last two years;
Provide a range of personal development opportunities for disadvantaged pupils.	•Our curriculum supports pupils to have a greater understanding of the wider world

	•Pupils have the opportunity to enjoy a wide range of enrichment experiences which include after-school clubs; educational visits and a residential visit •Pupils leave Wylde Green and commence secondary school having enjoyed and experienced a wealth of educational and social experiences
Develop pupils' aspirations and create the ambition to succeed.	•Pupils have a positive attitude towards their learning and possess high aspirations for themselves •All children in need of resilience support are identified and attend resilience/self-esteem groups for a minimum of 6 weeks. •Pupils have a range of strategies within lessons to support them when they find work challenging. •Personal Development lead to meet the social, emotional and behavioural needs of PP pupils; behaviour, resilience, self-regulation, emotional literacy and self-esteem; •Pupils demonstrate improvements in social, emotional and behavioural areas – measured through children's self-reflection (informally and via pupil questionnaires) and observation by teachers, support staff, SENDCo, Senior Learning Mentor, wider staff, Senior Leadership Team (SLT) and families; •PP pupils receive support from outside agencies, if needed; •Families receive support from outside agencies, if required; •Families and children feel supported by the school – measured through annual pupil and parent questionnaires and dialogue.

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To upskill teaching staff to increase their pedagogical knowledge through a programme of coaching	EEF Research shows improving teachers' pedagogy is effective in raising pupil standards. EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.	3,4,5,6
Maintain staffing levels from years 1-6	Children will have greater support from staff, work can be more individualised.	5,6
Improve children's vocabulary in English and Maths through whole school vocabulary approach	Children can understand new vocabulary within reading, use innovative vocabulary within own writing and correctly use mathematical vocabulary.	1,2,4
Approach used with the teaching of reading	Early reading Children have access to a range of demanding, high quality texts within lessons. Focus on children being able to justify and evaluate more effectively.	1,2,3,8

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

Budgeted cost: £42,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
C&L interventions undertaken by school staff and SaLT.	Addressing gaps to accelerate learning and reduce children falling further behind.	1,2,3
Improved the language acquisition of PP children through Forest School and Nurture interventions.	Language deprivation impacts on the learning of children.	1,2

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Additional 1:1 support for pupils with high needs	This will ensure that pupils with SEMH challenges are supported when dysregulated. Pupils with SEND needs are supported with appropriate adaptations.	1,2,3
Occupational Therapy intervention undertaken by OT therapist	Targeted support will address areas of need.	5
Daily reading to improve the reading fluency of disadvantaged children, through the use of reading assistants.	This intervention has been used before and has not only improved the fluency but also the quality reading opportunities with an adult.	1,2,5,6
Target PP children within prime areas in EYFS; in RWM in KS1-2.	Focus children to receive additional input to accelerate achievement.	6

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Learning Mentor support and interventions Provide pupils with be-spoke and early support with emerging issues that are barriers to their learning Children receive emotional support to reduce social and emotional barriers.	Internal evidence shows that pastoral roles have had a positive impact on providing a joined up & consistent approach to support for vulnerable pupils i.e. consistent planning and monitoring for vulnerable pupils, attendance data improvements, attending Child protection & medical meetings. EEF states that self-regulation is an effective strategy.	7,10
Swift action taken to monitor attendance. HT reports attendance and impact of support to governors 3x a year.	External data shows since this was implemented, our persistent absence has decreased. We need to keep these actions in place as internal data shows some pupils continue to be in the 'vulnerable' and need sustained support. Some families in our school need help to manage their personal circumstances. Our attendance team are integral to this.	9
CPD sessions for all staff (and some governors) on attachment, emotional coaching and Attachment Aware school strategies to lessen the educational and emotional implications of	Studies suggest that increased awareness of attachment and trauma issues among teaching and non-teaching staff can positively influence the school environment, enhance wellbeing and ultimately improve learning and educational outcomes for vulnerable young people.	3,10

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poor attachment in LAC, Post-LAC and other disadvantaged children		
Focussed enrichment activities for PP children, e.g. after school clubs, Forest Schools, nurture groups, Commando Joe.	Children benefit from a range of opportunities to broaden their life experiences.	10

Total budgeted cost: £ 75,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Staff have received high quality professional development linked to school priorities.

- Programme of CPD provided for all staff
- New staff successfully inducted.

Significant progress is made within Reception year to address low baseline of disadvantaged pupils in relation to speaking, listening and language skills.

In Reception (23% pupils in the year group were PP), (21% pupils were SEND),

All PP pupils made expected progress in Listening Attention & Understanding, with 39% making accelerated progress.

- 83% PP pupils made expected progress in Speaking and 45% made accelerated progress).
- 54% of Pupil Premium pupils achieved GLD.

Our curriculum supports pupils to have a greater understanding of the wider world.

Pupils have the opportunity to enjoy a wide range of enrichment experiences which include after-school clubs; educational visits and a residential visit.

Pupils leave Wylde Green and commence secondary school having enjoyed and experienced a wealth of educational and social experiences.

- Forest School and Commando Joe has successfully supported the social and emotional wellbeing and development of pupils identified for support across Key Stage 1 and 2.
- PP pupils have priority access to school clubs run by staff within the school day and after school.
- Financial hardship is never a barrier to PP pupils accessing school trips or events.

The vast majority of Pupil Premium pupils have developed reading comprehension skills in line with national expectations at KS1 & KS2

PP pupils at Wylde Green are in line with national expectations in reading and mathematics at KS1.

- In Year 1, 47% of the PP pupils passed the Phonics Screening Check.
- In Year 2, 9 pupils completed the Phonics Screening Test again. By the end of KS1, 93% of all pupils had achieved the threshold and 73% of PP pupils achieved the threshold.

PP pupils at Wylde Green are in line, or exceed national expectations at KS2 in reading writing SPaG and mathematics at KS2.

Key Stage 2: (18 pupils, 29% in the year group were PP), (13% pupils in the year group were SEND), 11% pupils were both SEND & PP).

At the end of Key Stage 2:

2025-2026 KS2 SATS	Reading	Writing	Maths	SPAG
Pupil Premium (Wylde Green)	94%	94%	94%	89%
National (all Pupils)	75%	73%	75%	74%

Further information (optional)

Based on this final review of the previous aims and achievements, high quality teaching is - and will remain - at the centre of Wylde Green Primary's provision for all pupils. The success of this strategy is evidenced by the percentage of pupils making GLD, KS2 SATS results, end of year data, MTC and phonics screening results. Mentoring of Early Career Teachers, those on training courses leading to QTS is given the highest priority and is led by the Deputy Headteacher.

In-school interventions continue with pupils supported either by an 'expert' teacher or a specially trained TA/LSA. Where pupils take up before or after school additional learning opportunities, these continue to demonstrate high impact. Consistent attendance however remains challenging and will be considered in our new strategy. Attendance has been a significant whole school priority and is tracked and communicated with parents. Attendance has improved as a result.

CPD continues to have significant impact on outcomes and remains at the centre of Wylde Green Primary's SDP and PP strategy. This, alongside co-planning and release time, has had an impact on the quality of the teaching.

Reading interventions also have a significant impact. This remains a priority in the core role played by reading in 'unlocking' the curriculum and the accelerated progress that PP-eligible pupils would need to make in reading to catch up with their peers. Despite attaining highly (70% of all such pupils reached or exceeded the expected standard in reading at the end of the year), the strategy will seek to address this further.

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a