

Pupil premium strategy statement – Wiveliscombe 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Lucy Crowe, Headteacher
Pupil premium lead	Rachael Hill, Assistant headteacher
Governor / Trustee lead	Gill Matthews, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,890
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£70,890

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make strong progress and achieve highly across all subject areas. At Wiveliscombe Primary School, we are committed to providing a high-quality education for every pupil. We recognise that, nationally, the attainment of pupils eligible for the Pupil Premium Grant is not yet in line with that of their peers. For this reason, our spending is prioritised so that disadvantaged pupils receive targeted support to reach their full potential in the core areas of English and mathematics, as well as in their wider education and personal wellbeing.

We also aim to enrich the curriculum, ensuring all pupils have access to high-quality cultural capital opportunities that allow them to feel happy, safe, and a sense of belonging. Support for families is an integral part of our approach, equipping them to best prepare pupils for their futures.

We will continue to consider the challenges faced by vulnerable pupils, including those who have a social worker or are young carers. The activities outlined in this statement are intended to support these pupils as well.

High-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This approach is proven to have the greatest impact on closing the disadvantage gap, while also raising attainment for non-disadvantaged pupils.

Our strategy will remain responsive to common challenges and to individual needs, rooted in robust diagnostic assessment rather than assumptions. Together, these approaches complement one another to help pupils excel.

Our key objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils against national data and within internal school data.

For all disadvantaged pupils to make at least nationally expected progress, with the majority achieving age-related expectations at the end of Year 6, so that they are well-placed to succeed in English and mathematics at GCSE.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Vocabulary Development Disadvantaged pupils often enter school with underdeveloped oral language skills and vocabulary. While targeted support helps to narrow this gap by the end of KS2, it remains a barrier to reading and writing for some pupils.
2	Reading Attainment Disadvantaged pupils typically start school with lower levels of early reading skills than their peers. Although progress is made across KS1 and KS2, reading outcomes at the end of KS2 remain below those of non-disadvantaged pupils, particularly for pupils with additional needs or lower attendance.
3	Maths Attainment Disadvantaged pupils generally attain less well in mathematics compared with non-disadvantaged pupils, with the largest gaps seen at higher attainment levels. Variability across cohorts highlights the need for consistent, targeted support in number fluency and problem-solving.
4	Social, Emotional and Wellbeing Needs Assessments, wellbeing surveys, and discussions with families show that a significant proportion of disadvantaged pupils require additional support for social, emotional, and mental health needs. These challenges can impact pupils' ability to engage with learning and sustain progress.
5	Attendance and Persistent Absence Disadvantaged pupils typically have lower attendance rates and higher levels of persistent absence compared with their peers. This remains a significant barrier to progress, particularly in cohorts where absence levels are high.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that disadvantage pupils achieve higher than the national average in reading. Internal tracking shows accelerated progress across year groups.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2026/27 show that disadvantage pupils achieve higher than the national average in maths. Internal tracking shows accelerated progress across year groups.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations ● evidence of children feeling safe and supported in school ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: ● the overall unauthorised absence rate for all pupils being no more than national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%. ● the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Activity in this academic year

Our pupil premium strategy focuses on three core strands: high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers. This balanced approach ensures that disadvantaged pupils benefit from the strongest possible classroom practice, while also receiving additional support where needed and equitable access to wider opportunities.

We allocate the majority of funding to improving teaching, in line with evidence from the Education Endowment Foundation that this has the greatest impact on disadvantaged pupils' attainment. Targeted support is then provided to address identified gaps in learning, particularly in reading, writing, and mathematics. Finally, wider strategies are used to support wellbeing, behaviour, and attendance, ensuring pupils are able to engage fully with their learning.

Each activity outlined below is based on robust evidence and linked directly to the challenges identified in our context.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£23,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development for all staff through the use of Teacher Research Groups to support the teaching and learning of mathematics. Funded teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) with a focus on the use of children's mathematical language, as modelled in lesson time.	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: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 3
Monitoring the attainment and progress of all pupils, by class teachers with the support of SLT, will ensure that appropriate provision can be put in place to support the academic achievement and wellbeing of pupils through the use of cohort profiles.	There is a strong evidence base to show how supportive assessment can be in informing teachers about the attainment of pupils, in order to adapt teaching practise and run effective intervention. Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Continued work with specialists from the NCETM to support teacher CPD about the 5 key ideas for teaching mastery mathematics.	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:	3

	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Teachers will receive training on how to analyse Accelerated Reader to support children's progress in reading. Weekly reading lessons will address these key misconceptions.	There is clear evidence which suggests that focusing on learner's comprehensive understanding of what they have read can highly impact their reading development. Literacy EEF (educationendowmentfoundation.org.uk)	1,2
Improved quality of social and emotional learning. Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff, primarily through the use of SCARF.	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): Improving Social and Emotional Learning in Primary Schools EEF	4
Forest School teacher to deliver weekly sessions to all classes, with a focus on developing resilience, teamwork, problem-solving, communication skills and emotional regulation. Pupils also benefit from enriched vocabulary and language development through real-world, outdoor learning experiences which are designed to enhance the existing curriculum.	Strong evidence shows that outdoor learning and social and emotional learning approaches can improve pupils' outcomes. The EEF notes that outdoor adventure learning can have positive impacts on academic outcomes by increasing self-confidence, motivation and teamwork skills. Similarly, social and emotional learning is associated with improved attitudes, behaviour and relationships with peers. Outdoor adventure learning EEF Social and emotional learning EEF	1,2,4

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

Budgeted cost: **£45,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Deliver one-to-one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, class teaching.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support, using Bug Club resources.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1, 2
Purchase of a wide range of reading books across Accelerated Reader levels, including high quality texts for whole class use to foster a love of reading for children.	Research shows how a love of reading can be harnessed through regular access to books including listening and reading independently. This is further fostered when books spark children's natural curiosity. How to teach your child to love reading UNICEF Parenting	1, 2
Targeted, same-day maths intervention. Staff deliver focused sessions to address misconceptions, revisit prior knowledge and consolidate new learning. This ensures that pupils receive timely support and can fully access subsequent lessons, preventing small gaps from widening.	There is strong evidence that high-quality, targeted interventions can be effective at addressing specific gaps in learning. Immediate, short and focused sessions have been shown to secure rapid progress, particularly for disadvantaged pupils. One to one tuition EEF Small group tuition EEF	1, 3

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

Budgeted cost: **£2,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide whole-staff training on behaviour management and supporting children's sense of self, to strengthen school ethos and improve behaviour.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Embed principles of good practice from the DfE's Working Together to Improve School Attendance guidance, to reduce absence and persistent absence.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Subsidise enrichment opportunities for pupils to promote inclusion and access to enrichment opportunities.	Outdoor adventure learning EEF – both show positive impact on engagement and wider outcomes.	4, 5
Maintain a contingency fund to respond quickly to acute or unforeseen needs of disadvantaged pupils.	Based on school and local experience – ensures flexible, rapid support where unexpected barriers arise.	1-5 as needed

Total budgeted cost: £76,030

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Outcomes

In 2025, outcomes for disadvantaged pupils at the end of KS2 were lower than in previous years. While attainment in writing improved for disadvantaged pupils, who achieved higher than the national average (83% at expected standard, up from 67% in 2024, with 33% at greater depth), attainment in reading (50% expected standard; 17% greater depth) and mathematics (33% expected standard; 17% greater depth) remained below both national averages and outcomes for non-disadvantaged pupils.

For non-disadvantaged pupils, 89% achieved the expected standard in writing (27% greater depth), 75% in reading (45% greater depth), and 79% in mathematics (10% greater depth).

These outcomes reflect the significant challenges within this cohort, including high levels of persistent absence, a notable proportion of pupils with additional SEND needs, and greater-than-usual social and emotional support requirements. These examples highlight the continued impact that these challenges have on pupils.

Internal Attainment and Progress (All Cohorts)

Across the school, internal assessment data shows that disadvantaged pupils made progress in reading, writing, and mathematics. In particular:

The gap between disadvantaged and non-disadvantaged children narrows significantly across all subjects between baseline and the end of Year 1, showing the impact of early intervention.

In Year 3, 20% disadvantaged children made accelerated progress in areas and show greater depth in either reading, writing or both.

By KS2, non-SEND disadvantaged children achieved higher than their peers in reading and maths.

In maths, the attainment gap narrows quickly and remains small across KS2, with exceptions where significant SEND needs are a barrier.

This evidence highlights that, although statutory outcomes dipped for Year 6, progress remains evident across other cohorts and demonstrates the impact of targeted strategies.

Evaluation Against Key Challenges

Oral Language and Vocabulary

Targeted vocabulary development and talk-rich classroom environments continue to strengthen outcomes. Reception baseline data confirms that disadvantaged pupils typically enter with weaker oral language and literacy skills, but interventions have supported progress across EYFS and KS1. The gap narrows by KS2, though it remains a barrier for some pupils in reading and writing. Next year, we will further embed explicit vocabulary instruction across the curriculum.

Reading

Additional phonics support and the use of Accelerated Reader improved reading outcomes across most year groups. KS2 outcomes rose from 33% (2024) to 50% (2025) at expected standard for disadvantaged pupils, though this remains below national averages. Internal data shows that reading gaps narrowed most strongly by KS2 where children then begin achieving higher than their non-disadvantaged peers. Next year, the focus will be on fluency and comprehension through structured guided reading, especially for disadvantaged children who are also EAL.

Mathematics

Mastery approaches and staff CPD contributed to stronger understanding of mathematical language and reasoning. Reception baseline data confirms that disadvantaged pupils typically enter with weaker mathematical skills, but the use of a mastery approach to teaching has supported progress within each year group. While Year 6 disadvantaged outcomes dipped this year (33% expected standard compared to 67% in 2024), progress across other cohorts was positive, with gaps narrowing across all year groups. Continued work with NCETM will further strengthen consistency in teaching for mastery.

Social, Emotional, and Wellbeing Needs

Wellbeing support (ELSA, nurture groups, PFSA, SCARF) remained central to provision. Surveys and staff observations show improved pupil confidence and engagement. A high proportion of disadvantaged pupils required support for SEMH this year, which impacted attainment in some cases, but targeted provision ensured pupils remained engaged with learning. Further, it can be observed from Reception baseline data that the most significant gap between disadvantaged children and their peers upon entry is in their personal, social and emotional wellbeing.

Attendance and Persistent Absence

Attendance remains a significant challenge. Disadvantaged pupil attendance (89.03%) was below that of non-disadvantaged pupils (95.14%). Persistent absence among FSM pupils was above national at 31% (vs 18%), compared with 14% for non-PP. Of the persistent absentees, 41% were PP. Attendance initiatives and closer family engagement are in place and will remain a high priority for 2025/26.

Contextual Factors

This year's outcomes were influenced by contextual challenges within the 2025 Year 6 cohort, including higher levels of persistent absence, increased wellbeing needs, and a greater proportion of pupils with SEND. In addition, leadership changes (including a period of maternity leave) occurred shortly before statutory assessments. These factors contributed to attainment being lower than in previous years, despite evidence of progress across the year and strong outcomes in other cohorts.

Overall Evaluation

While statutory outcomes for disadvantaged pupils in 2025 were lower than expected, internal tracking demonstrates that pupils across the school continue to make progress, particularly in writing and across younger year groups. Our strategy of prioritising high-quality teaching, embedding mastery approaches, and strengthening reading and writing provision remains valid.

Key refinements for 2025/26 will include:

Greater focus on reading fluency and comprehension, especially for EAL children.

Strengthened consistency in mastery mathematics.

Continued emphasis on attendance and family engagement.

Ongoing wellbeing support, with sharper monitoring of impact on attainment.

We remain confident that the strategy is on track to achieve its intended outcomes by 2026/27.

Externally provided programmes

Programme	Provider
Accelerated Reader	Pearson
Spelling Shed	EdShed
Bug Club Phonics	Pearson
MN at KS1 and KS2	NCETM