

REVIEW Pupil premium strategy statement 2024-27

Wildground Junior School

DECEMBER 2025

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	Wildground Junior School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	2.11.2025
Date on which it will be reviewed	30.09.26
Statement authorised by	Amanda Mullett
Pupil premium lead	Ellie Morland
Governor / Trustee lead	Debbie Sawyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125230
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£125230

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 good progress and achieve high attainment across all subject areas. We consider carefully the challenges faced by vulnerable pupils and their families and plan for supporting their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve well and be ready for the next stage in their educational journey, Specifically

We want to:

To ensure disadvantaged children achieve attainment results in RWM that are in line with or better than disadvantaged children nationally.

Ensure our disadvantaged children make the same or better progress in RWM than non- disadvantaged children.

To ensure pupil premium children have the same school opportunities as non pupil premium

To ensure children are emotionally equipped for the challenges of learning.

Economic disadvantage should not be a barrier to academic attainment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>The disadvantaged group has a high proportion of SEND pupils than non SEND.</p> <p>43%of the school receives Pupil Premium of these</p> <p>PP with SEN= 55% PP with No SEN = 44%</p> <p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. Our PP children No SEN make good progress and 100% achieve ARE or better at the end of key stage 2.</p>
2	<p>Vocabulary and language</p> <p>Assessments, observations, and discussions with pupils has shown Access to high quality language is slowing Reading and Writing progress compared to peers.</p> <p>Communication and Language Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance.</p>
3	<p>High levels of Social, Emotional and Mental Health needs along with safeguarding and protection concerns. Children need to be in a stable emotional state and have basic needs met (Maslow’s hierarchy of needs)</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably friendship issues, and out of school behavior impacting on learning. These challenges particularly affect disadvantaged pupils, including their attainment. We also provide a Resourced provision for children with SEMH and ASD, the majority of which are disadvantaged and require a high level of regulation.</p>
4	<p>Attendance at a lower rate than non-disadvantage pupils</p>

	<p>Persistent low attendance causes gaps to develop within pupil subject knowledge. The attendance for FSM children is 94.1% compared to non FSM which is 97.4% as of November 2024.</p> <p>Absence from school due to national/local imposed restrictions resulting in gaps in attainment and less than expected progress being made across the curriculum.</p> <p>At the end of the academic year 2024 -19% of children were classed as persistent absentee (under 90% attendance) of which 34% were disadvantaged.</p>
5	<p>Limited exposure to places and experiences outside the local area (cultural capital)</p> <p>A survey of disadvantaged children shows they have limited opportunities for experiences of and visit to places and cultural events.</p>
6	<p>Vulnerability and deprivation of some families eg. Mental Health, food, domestic violence, financial difficulties.</p> <p>In such circumstances it can be challenging for families to support children with experiences in school, homework and educational resources leading to an inequality in knowledge.</p>

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
Improve the progress of SEND disadvantaged pupils in Reading, Writing and Maths.	<p>SEND Disadvantaged pupils make at least expected progress in each year group (6 steps) and progress for disadvantaged group at the end of KS2 is in line with disadvantaged group nationally.</p> <p>Disadvantaged pupils with SEND will be supported through adaptation, intervention and scaffolds (e.g. assistive technology) to meet their individual needs to ensure equity of access to the curriculum.</p> <p>Lesson observations will show that SEND children are engaged in lessons and actively participating.</p>
Vocabulary and Language	<p>A whole school approach to teaching vocabulary in reading and across the curriculum will be embedded.</p> <p>All pupils will have access to vocabulary and text rich environments and a planned sequence of vocabulary development.</p>

	<p>Pupil voice will evidence impact of pre-teaching through an improved understanding and correct use of key vocabulary.</p> <p>Lesson observations and book looks will show that pupils are using subject specific vocabulary with understanding because adults consistently model vocabulary rich, spoken language.</p>
<p>Achieve and sustain improved attendance for all pupils.</p>	<p>Sustained high attendance from 2023 – 2024 demonstrated by:</p> <p>The overall individual absence rate for all Pupil premium pupils being no more than 10%, e.g. all pupils achieve 90% attendance rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%</p> <p>Clear procedures in place to manage and improve the attendance of all pupils, particularly those at risk of persistent absence.</p>
<p>Ability of children to self-regulate resulting in accessing to learning in class</p>	<p>Pupils identified with SEMH need will have fewer adult interventions (Reduction in PI, Behaviour records; improvement in Boxhall profile ELSA records; At least 6 steps of progress in R W M).</p>
<p>Provide equal opportunities for experiences and knowledge for disadvantaged children</p>	<p>Disadvantaged children will all have the opportunity and access arrangements tailored to them so they are able to attend school trips.</p> <p>Disadvantaged children will attend an after school or in school club during the year.</p> <p>All disadvantaged children will learn to play a musical instrument through Listen to Me.</p> <p>All disadvantaged children will read with an adult at least twice a week.</p> <p>Disadvantaged children will engage in student roles/jobs throughout the year to enhance their personal development opportunities.</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.

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to improve the effective provision for SEND pupils across the school including the role of TAs, PPP plans, Tracking interventions, Training for TAs	EEF Guidance report: Special Educational Needs in Mainstream Schools	1
CPD on effective feedback linked to EEF guidance	EEF Guidance report:- teacher feedback to improve pupil learning Teaching and Learning toolkit -	1 5
CPD on effective use of TAs in the classroom	EEF Guidance report: making the best use of TA's Teaching and Learning toolkit – Teaching Assistant Interventions	1 5 2
Develop staff knowledge of best practice in the planning and delivery of Writing	EE	1
Pupil progress plans shared with parents and children regularly with identified barriers, needs and how these will be overcome Ongoing adjustment of targets as necessary	Teaching and Learning toolkit: Parental engagement	1 2 5
Effective strategies to support metacognition and memory	EEF Guidance report: Metacognition and selfregulated learning. Teaching and Learning toolkit - Metacognition and self-regulation.	1 2 5

Develop staff knowledge of the teaching of spelling	Teaching and Learning toolkit – Oral Language Interventions EEF Guidance report: Improving Literacy at Key Stage 2	1 2 5
Regular assessment of the impact of CPD and moderation against standards through work sampling and regular progress meetings	EEF Guidance report Effective professional development.	1 2 6
Staff training on Mental Health strategies to improve learning outcomes	DFE-Promoting and supporting mental health and wellbeing in schools and colleges	3 4 7
Small classes	EEF Guidance report – teacher feedback to improve pupil learning	1,3,5,6,7

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teaching in groups or 1:1 with bespoke interventions for disadvantaged SEN children as required	EEF Guidance report: Special education teaching in mainstream schools. Teaching and Learning toolkit -	1,2
Teachers to prioritise feedback to disadvantaged children within classroom settings	EEF Guidance report Teacher feedback to improve pupil learning	1,2
Provide tutoring in 1:1 and small groups for targeted children (catch up fund and tutoring fund)	Teaching and Learning toolkit – Small Group Tuition. National program: One to one tuition	1,2

Use quality feedback and Writing conferencing regularly with disadvantaged group	EEF Guidance report Teacher feedback to improve pupil learning	1 5, 2
Daily 1:1 reading for disadvantaged pupils using Lunchtime staff and TAs	EEF improving Literacy at key stage 2	2 6

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

Budgeted cost: £ 35000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorously track attendance and use family support worker to support school attendance INC liason with new Legal intervention team Hampshire	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
Positive rewards for children who attend school 100%		4
Out of school experiences- trips and activities including the school outdoor learning programme	https://www.englishoutdoorcouncil.org/ Ofsted: Learning outside the classroom: How far should you go?	2, 4, 5
Family support worker and Elsa-supporting wellbeing	Teaching and Learning toolkit: Social and emotional learning	3, 4,6
Access to clubs at lunchtime and/or after school	Government research on sports participation and its impact on mental, social, emotional and physical well being	2,3,5,6
Targeted invitation to before and after school planet kids provision to improve attendance for some children Use of school minibus to collect children ready for school	Maslow's Hierarchy of needs	1,2,3,4,5,6
Provision of Music provision through Listen 2 me	Research reflects positive impact on cognitive	1,3,5

	development with quality music provision	
Sports club provision after school	Government research on sports participation and its impact on mental, social emotional and physical well being	2,3,5,4

Total budgeted cost: £ 125000

Part B: Review of outcomes in the previous academic year 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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.

Our strategy is having good impact on pupils results at the end of key stage 2 as evidence below.

All Pupils

Reading 85% Writing (TA) 75%

All pupil premium

Reading 70% ~ In line with national

Writing (TA) 65% Increased on the previous year.

However a large majority had SEND. Looking at pupils disadvantages without SEND:

Pupil premium with No SEN

Reading 100% Achieved ARE

Writing (TA) 80% Achieved ARE

Maths 100% Achieved ARE

The percentage of PP non SEN achieving ARE is better than all pupils and better than the achievements of all Non pupil premium children in our school.

Other

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

All pupil premium children went on all school trips supported with funding from the school.

Most year 6 pupil premium children that were eligible for support went on the year 6 residential in the summer. This enabled them to participate in a wide range of sporting and social activities to develop their self-worth and team building skills.

There has been again a fall in the number of RPI and behaviour incidences through the year. There were 18 internal exclusions and 3 children had a form of fixed term suspension during the academic year for all children.

Children gave us feedback that they liked school and the activities they could do in our pupil survey. Parents also agreed in their feedback to governors.

An area that we continue to strive for improvement is attendance of pupil premium children. We have referred several of our families to the Local Authority for attendance support.

Attendance for Pupil premium group = 92.6% at the end of the academic year whereas for non-pupil premium it was 94.8%. This is a closing of the gap from previous years.

Every pupil in year 6 participated in an additional sports activity with the New Forest School sports partnership giving them additional opportunities to take part in personal development skills.

Based on all the information above, the performance of our disadvantaged pupils **met** expectations, and we are at present **on course** to achieve the outcomes we set out to achieve, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made some slight changes to how we intend to use some of our budget this academic year.