

Pupil premium strategy statement

School overview

Detail	Data
School name	Wainwright Primary Academy
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this strategy began	September 2025
Date this statement was published	December 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Carly Ripley
Pupil premium lead	Sarah Whitmore
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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	£254,520
---	----------

Part A: Pupil premium strategy plan

Statement of intent

At Wainwright Primary Academy, our plan has been carefully designed to broaden the horizons, facilitate engagement and raise the attainment of pupils who are eligible for Pupil Premium. We do this by providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum. We help them to thrive by putting the individual needs of each child first, recognising that not all children who receive Pupil premium will be socially disadvantaged, and our offer of support needs to differ from child to child.

The funding will be used to ensure that all children receive quality first teaching, interventions and many further support systems. In this strategy, we will concentrate on the following objectives:

- Raising attainment for reading, by focussing on developing reading strategies including fluency and comprehension.
- Developing a culture for writing, where our children are enthusiastic to write and have opportunities write for pleasure.
- Making oracy and vocabulary acquisition a priority, so our children can express themselves with clarity and confidence.
- Building parental engagement and cultural capital by providing enrichment, first hand experiences and opportunities for parents to engage with school.

While these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of these pupils rigorously, tracking their attainment at frequent intervals and adjusting strategies and interventions in response to data.

Our strategy is based on the tiered approach, and we will meet these objectives by providing high quality CPD for all staff, ensuring quality first teaching is central to our strategy. Following the in-depth analysis of data, intervention will be applied where necessary and in a manner that allows them to access our wide and varied curriculum to its full extent. Thirdly, we will provide access for Pupil Premium children to resources and experiences that will enrich their lives and broaden their aspirations, regardless of their starting points.

Challenges

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

Challenge number	Detail of challenge
1	<p>In summer 2025, end of KS2 outcomes were as follows: Writing: 48% of children in receipt of PP achieved at least EXS. 73% of children who do not receive PP achieved at least EXS Progress and attainment data shows that a gap exists between the outcomes for children in receipt of PP and those that are not, in writing. 61% of the cohort as a whole achieved the expected, or higher, standard in writing. Teacher assessments and QA show that writing is a challenge for both PP and non-PP throughout school.</p>
2	<p>In summer 2025, end of KS2 outcomes were as follows: Reading: 45% of children in receipt of PP achieved at least EXS. 67% of children who do not receive PP achieved at least EXS. Teacher assessments and QA show that reading is a challenge for both PP and non-PP throughout school. 54% of the cohort as a whole achieved the expected, or higher, standard in writing.</p>
3	<p>From EYFS and continuing throughout school, assessments (including speech and language assessments at EYFS and KS1), observations and discussions with pupils indicate that the oral language skills of our disadvantaged children are underdeveloped in many cases, and vocabulary gaps exist. Furthermore, many children enter our school with limited exposure to English, resulting in limited oral language and vocabulary. In July 2025, 53% of children in receipt of PP achieved GLD compared to 74% of children not in receipt of PP achieved GLD.</p>
4	<p>Many of our disadvantaged pupils come to school with a lack of first-hand experiences beyond the classroom. Furthermore, there is a lack of enrichment opportunities to provide our disadvantaged children with high aspirations and to develop their social and emotional skills. This in turn impacts behaviour, mental health and wellbeing.</p>
5	<p>For some of our disadvantaged pupils, attendance, persistent absenteeism and lateness is a barrier to their academic progress. Data shows that children who are persistently absent from school make significantly less progress than their peers.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in reading for disadvantaged pupils.	In 2025/20245, 55% of children achieved reading at ks2 in comparison to 75% nationally. By 2027/2028, we are aiming for this percentage to be closer to the national average, with a greater percentage achieving greater depth in reading.
Improved outcomes in writing for disadvantaged pupils.	In 2024/2025, 61% of children achieved the expected standard of writing at KS2 in comparison to 72% of children nationally. KS2 writing outcomes in 2026/27 will show that disadvantaged pupil attainment will be closer with national average and with non-disadvantaged pupils. Furthermore, across the school, more pupils will achieve ARE.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, and on-going formative assessment. In EYFS, a greater percentage of disadvantaged pupils will achieve GLD, with higher attainment in reading and communication and language.
Robust tracking of PP children using data analysis systems.	Teachers and leaders will demonstrate an in depth understanding of how to track the attainment and progress of their PP children. This will ensure PP children are targeted for bespoke support, challenge and intervention to ensure aspirational outcomes.
Improved attendance for all children.	Leaders will analyse attendance data weekly to identify patterns and implement reward systems to boost attendance. Robust tracking and analysis systems to identify pupils who are at risk of persistent absenteeism and early intervention to be applied.

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: £150,000


Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve teaching through professional development, training and support for all staff.	The EEF states that CPD can improve teacher practice and can have a significant effect on pupils' outcomes. Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
Improve teaching of reading strategies including phonics using Read Write Inc development days.	The EEF acknowledges that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies Improving Literacy at ks1: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf	1
To buy additional resources to facilitate the teaching of high-quality texts, delivered through the Pathways reading and writing scheme and Read Write Inc.	The Sutton Trust suggests that additional resources especially for reading can significantly increase children's progress in reading. https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf	1, 2, 3
CPD to support staff in using new data analysis systems.	There is a strong evidence base for the impact of quality first teaching, of which high quality, targeted AfL strategies are one element.	1, 2

	<p>Direct Instruction https://www.visiblelearningmetax.com/influences/view/direct_instruction Teacher Feedback to improve pupil learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
CPD of oral language development using the voice 21 scheme, including the implementation of an oracy champion.	<p>There is a wealth of evidence for the impact of quality first teaching and direct instruction. High quality interaction in the early years is inexpensive with a high impact on reading, vocabulary acquisition and oral language development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>Direct Instruction https://www.visiblelearningmetax.com/influences/view/direct_instruction</p>	1, 2, 3
Mentoring and coaching for teachers including ECTs to improve the teaching of writing.	<p>Research shows that mentoring can have a positive impact on teaching, especially for early career teachers. https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</p>	2
Termly data informed discussions about PP attainment and progress.	<p>Hattie's research on collective teacher efficacy demonstrates that through collective effort, teachers can positively impact pupil outcomes. https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficiency</p>	1, 2

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

Budgeted cost: ££44,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of reading interventions targeted at disadvantaged pupils who require further support.	<p>Reading comprehension strategies have a high impact with relatively little cost. This will be provided with support from teaching assistants, who will target reading skills. Evidence from the EEF suggest that these strategies can add 4-6 months progress when used on a regular basis.</p>  <p>Improving literacy at Ks2: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 </p>	1
Use of phonics interventions targeted at disadvantaged pupils.	<p>Research from the EEF states that phonics has moderate impact (+5 months) for relatively low cost. Phonics EEF </p>	1, 3
Speech and language screening in EYFS and KS1, and targeted SALT intervention.	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions </p>	3
Use of the Ruth Miskin Portal and phonics workshops to support parents with phonics at home.	<p>The EEF suggest that Parental engagement has a positive impact on pupil progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement </p>	1,2

Use of 'STAR reader' to support the assessment of reading and provide quality feedback.	<p>High quality feedback provides high levels of impact for a low cost based on research from the EEF.</p> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence.</p>  <p>EEF – using digital technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	1

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a Forest Schools intervention.	<p>Evidence from the EEF suggests that the teaching of SEL should be explicit and is linked to positive outcomes in later life as children learn to articulate and manage their emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
ELSA interventions.	<p>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes</p>	4, 5

	to learning and social relationships in school. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning	
Providing early support for families in need, including support for attendance.	A range of evidence sources identify the benefits to working alongside parents and providing early support for families. Parental Involvement John Hattie's meta-analysis effect size 0.42 https://www.visiblelearningmetax.com/influences/view/parental_involvement	5
Providing support and strategies for parents, facilitated by the SENDCo and family support worker.	The EEF states that parental engagement can add four months of progress to a child's learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Building cultural capital through access to school visits and experiences.	EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Provision for necessary resources (such as access to breakfast club and books) for families who are struggling to provide these themselves. Contingency fund for acute issues.	Based on our experiences and those of schools in similar settings to ours, we have identified a need to provide a small amount of funding towards these needs, ensuring they are not a barrier in children attending school: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 2, 3, 5

Total budgeted cost: £254,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

Review of PP strategy 2024-2025

Intended outcome	Did we achieve this?	What did we do?	Next steps...
Improved outcomes in reading for disadvantaged pupils.	<p>In 2024/2025, 49% of PP children achieved EXS+ at KS2, compared to non-PP 63%. 2% of PP children achieved GDS compared to non-PP 17%. Overall this is still behind the national average of 74% and there is still a gap between the number of PP and non-PP children achieving EXS and GD at KS2.</p> <p>At KS1, phonics scores were lower than in previous years (58%). As such, reading and phonics will continue to be a priority in the upcoming year.</p>	<p>Implementation of the RWI scheme.</p> <p>CPD for staff new to phonics.</p> <p>Targeted reading intervention where necessary to achieve accelerated progress.</p> <p>Robust tracking of STAR reader and phonics data.</p>	<p>Robust tracking and monitoring of phonics.</p> <p>Introduction of reading pathways in KS2.</p>
Improved outcomes in writing for disadvantaged pupils.	<p>In 2024/2025, 48% of PP children achieved EXS+, compared to 73% of non-PP children. 3% of PP children achieved GDS, compared to 0% of non-PP.</p> <p>While the % of non-PP children achieving EXS has moved in line with the national</p>	<p>Modelled writing</p> <p>Colourful semantics and scaffolded learning using Widgeit for pupils who need it.</p>	<p>Introduction of writing pathways across the whole school.</p>

	average, this is not the same for our PP children.	CPD for staff prior to the introduction of writing pathways across school.	
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>80% of pupils achieved communication and language in EYFS which is up from the previous year.</p> <p>68% of children achieved GLD in 2024/2025, which is an increase from 63% the previous year. 44% of PP children achieved GLD, which was lower than the previous year, however the number of children was less.</p> <p>Interactions with pupils show that oracy development is having an impact on their ability to express themselves more clearly.</p>	<p>Oracy CPD for all staff.</p> <p>Vocabulary organisers used across the curriculum.</p> <p>Focus on language clarification during reciprocal reading.</p> <p>Modelled talk and play in EYFS.</p> <p>Sentence STEMS used to model</p> <p>Talking Tuesdays, talk time during lessons.</p> <p>Bells assessments to track progress of EAL children's language acquisition.</p>	<p>PP/FSM groups to be a focus in EYFS for the upcoming year.</p> <p>Continue to implement voice 21 training.</p>
Robust tracking of PP children using data analysis systems.	Data analysis and tracking systems have been implemented to monitor the progress of PPG children.	Data meetings focussed on PP children.	New tracking systems implemented in September 2025.

Improved wellbeing for disadvantaged pupils, with a focus on enhancing cultural capital and first-hand experiences.	<p>Children across the school have been exposed to new experiences such as school trips, forest schools.</p> <p>Whole school attendance average for 2023/2024 was 93.2%.</p>	<p>Forest schools interventions.</p> <p>Nurture base and lunch clubs available for children who need it.</p> <p>ELSA interventions for identified children.</p>	Tracking and analysis of attendance.
---	--	---	--------------------------------------

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	Edshed
Launchpad for Literacy	Launchpad for literacy
PKC – Primary Knowledge curriculum	Knowledge Skills Trust
Read Write Inc.	Ruth Miskin
STAR reader	Renaissance
IDL Literacy Software	IDL

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