Willington Primary School Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery 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	Willington Primary
Number of pupils in school	169 160 145
Proportion (%) of pupil premium eligible pupils	64% 62.5% 59.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	Dec 2023
Dates on which it will be reviewed	Dec 2026
Statement authorised by	K Harker
Governor lead	M Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,765 £169,017 £177,520
Recovery premium funding allocation this academic year	£ 16,675, £0 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 190,440 £169,017 £149,480

Part A: Pupil premium strategy plan

Statement of intent

At Willington Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Our aim is to create an environment in which all children can thrive. The decision-making process of how to use pupil premium funding is considered in the context of our school and the challenges our pupils and community face. The common barriers which children in receipt of Pupil Premium funding face are lack of support from home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties and an increased risk of attendance and punctuality issues. There may also be very complex family situations that can also impact on pupils' development and progress.

We also recognise that there is not a one size fits all model and that some pupils are also able and talented and therefore Pupil Premium funding can be used to great effect to develop and enhance those talents thus enhancing life chances and opening new avenues for many pupils. The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically, attainment for our pupils eligible for FSM is lower and this is identified as a national trend.

Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and look at what will make a difference to them. We ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention to give all pupils the opportunity to reach age related expectations (ARE) and above as they progress through the school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Children's mental health and wellbeing being continues to be a challenge and, with the ever-growing concerns in relation to the cost of living crisis for parents, this remains a priority.
3	Due to low starting points in verbal communication and language and word reading, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (63% of Year 1 disadvantaged pupils met the expected standard in phonics in 2022). This slows their progress in all curriculum areas that demand effective reading strategies.
4	Reading and writing attainment at KS1 and KS2 was considerably lower for Pupil Premium children than Non-Pupil Premium children.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. The percentage of persistent absentees are recorded as being higher with Pupil Premium pupils than Non-Pupil Premium.
6	A lack of enrichment opportunities particularly affects disadvantaged pupils which impacts directly on their attainment.

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. A higher proportion of Pupil Premium children meet ELG than in *2023.* *ELG speaking 55.6% 2023 to 81.3% 2024 with 3% improvement in pupil premium pupil achievement.* *EYFS training with TAs about quality interactions* *Speech and Language training arranged for staff* *ELG speaking fell to 70.5% 2025 but there was a 9% improvement in pupil premium pupil achievement from 57% in 2024 to 66.7%.*
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations. ● a strong network of mental health support established linking school, home and external partners facilitated by our Senior Mental Health Lead Mental health and wellbeing initiatives reported termly to Governors with impact analysis. Staff and pupil mental health surveys (Anna Freud) Mental Health toolkit to be used in school with pupils and staff Mental health team have delivered interventions such as We eat elephants and friendships which has had a positive impact.
Y1 phonics test outcomes and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2023. Phonics outcomes 2023 66.7% to 2024 80%. Pupil premium increased from 62.5% to 80% (same as non pupil premium) Continue investment in RWI training Phonics outcomes 2024 80% to 2025 86.7%. Continue investment in RWI training with development days

Improved reading (English) attainment for disadvantaged pupils at the end of KS1 & 2.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023. Development of standardised tracking for Reading has showed an improvement in disadvantage pupil reading data from 2023 67.1% to 76% and disadvantaged pupils across the school scored in line with non-disadvantage. However, there are huge variations in individual cohorts. Implement improved tracking systems for all groups of pupils for both Reading and Writing. Reading tracking demonstrates that pupils are making progress against baseline expectations so that more pupils are reaching ARE. Writing tracking showed KS1 pupils are making progress against baseline predictions. Disadvantaged pupils remained at 76% for reading and writing.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. % of persistent absentees fell from 21.46% in 2023 to 13.58% % of persistent absentees rose from 13.58% in 2024 to 19.6% in 2025 There are increased attendance rates for Pupil Premium children. Pupil premium attendance rose from 91.72% to 94.16% in 2024 Pupil premium attendance fell from 94.16% to 91.8% in 2025
Improved enrichment opportunities will impact directly on the attainment of disadvantaged pupils.	Children will have the opportunity to experience enrichment activities which will ultimately lead to higher attainment. Seek funding for disadvantaged pupils to attend enrichment activities After school clubs continue to be offered free to all pupils Continue to seek funding for enrichment opportunities

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: *£ 100,815*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD for teaching staff and support staff to ensure best use of Quality First Teaching- use in school and external training providers. Continuing to make use of EDS CPD SLA & external training. All staff offered training including TAs As above plus additional training offered from EWEL and SEN teams	Great Teaching Toolkit 2020 (Rob Coe) Sutton Trust **Sutton Trust - additional 5 months progress**	1,2,3,4
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance. Further training linked to fluency, catch up and SEND. Training for all staff members. Training on phonics to fluency	The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches: The reading framework - GOV.UK (www.gov.uk) The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Additional 3x FTE Teaching Assistants to support Pupil Progress children in making the required progress. Interventions carefully monitored. TAs receive specialist training to run interventions As above	EEF Toolkit Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) **EEF Toolkit- TA intervention - additional 5 months progress** EEF Guidance reports TAs	1,2,3,4
Read Write Inc training for all teaching and support staff from YN-Y6.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not	3,4

Continue with support from a RWI trainer & continued use of the RWI portal As above	necessarily comprehension), particularly for disadvantaged pupils: **EEF Toolkit- Teaching & Learning Toolkit: Phonics- additional 4 months progress** Phonics | EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - DfE	
Purchase of high quality, phonetically decodable reading books. Carry out audit of books and supplement gaps in the reading scheme. Additional books purchased to support low ability readers in Years 3 & 4	The new reading framework explains the importance of having appropriate resources at the right stage of reading. Well organised resources which allow children to apply what they have been taught. Children should practice reading with a book decodable to them at their stage of learning. 'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words. Enough books are available at each stage of the phonics programme for children to practise reading.' **EEF Toolkit- Teaching & Learning Toolkit: Phonics- additional 4 months progress** The reading framework (publishing.service.gov.uk)	1,3,4
Purchase of standardised diagnostic assessments. Purchase of Arbor tracking and assessment system. Training for staff to ensure consistency in assessment and tracking procedures throughout KS1 and KS2 Cluster moderation takes place termly Assessment analysis supports pupil progress	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Proving pupils with high quality feedback ensures progress in lessons **EEF Toolkit- Feedback - additional 6 months progress** Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,3,4
Embedding vocabulary & oracy activities across the school curriculum: Vocabulary Ninja & Picture News Observation to ensure consistency. Use of AR Vocabulary quizzes	Embedding vocabulary & oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts. There is a strong evidence base that suggests oral language interventions, including dialogic	1,4

Participation in FFT Vocabulary project	activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: **EEF Toolkit- Teaching & Learning Toolkit: Oral Language intervention- additional 46months progress** Oral language interventions | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ *26,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic Intervention for those pupils who need additional support. Pupils identified on provision maps half termly- base line and exit data to assess impact As above	***EEF Toolkit +5* months** *1:1 and 1:2 interventions to develop phonic awareness and support those children who are still struggling with phonics and who are reading at pre-accelerated levels.*	3
Additional Teacher/ TA led groups running 2 times per week to develop reading fluency and comprehension. Reading comprehension groups to be led by a teacher (EEF QFT) Phonics to fluency intervention group led by trained TA	***EEF Toolkit +5* months** *Impact of reading comprehension strategies.*	4
Reading intervention – 'Project X' – designed to provide more age-appropriate content for pupils still not blending fluently in lower KS2 Project X changed to RWI Comprehension to be inline with KS1 phonic teaching RWI Comprehension data shows pupils making progress	***EEF Toolkit +5* months** *Impact of reading comprehension strategies.*	4

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

Budgeted cost: £ *64,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to work with Business Manager to monitor attendance of pupils causing concern weekly, conducting home visits when parents out of contact. PSA to undertake parenting and family work to improve attendance and engagement. Business manager to attend Termly Targeted Support Meetings to look at increasing overall attendance in line with new DFE guidance. Attendance strategy, outlined in attendance policy, is reviewed regularly. Impact of attendance initiatives reported to Governors. HT & DHT work with AIT to develop a new attendance strategy	This success of the system is evidenced by attendance rates in the top 25% compared with similar schools in 2022. PSA involvement enables a more supportive approach to parents in tackling poor attendance. Parental engagement has a positive impact on average of 4 months' additional progress. **EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress**	1-5
To provide a trained adult to deliver social, emotional and mental health support, counselling and time to talk Funding to be sought to continue this 25-26 Unable to secure funding. Have made use of MHST services	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): **EEF Improving Social and Emotional Learning – additional 4 months progress** Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk)	2
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residentials, clubs, uniforms etc Subsidy towards school trips. Funding secured for cultural enrichment and support of PP pupils	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning. Essential life skills | EEF (educationendowmentfoundation.org.uk)	6
To ensure attendance for children in receipt of PP to be in line with non-PP	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence	1-6

Attendance for all groups monitored termly and reported to Governors As above	and persistent absence. DFE Improving School Attendance	
PSA and staff to highlight children to be targeted to attend breakfast club to ensure they start the day positively, resulting in more progress academically. Continue to identify pupils who would benefit from breakfast club including late attenders. Participation in Early Adopter Scheme- DfE breakfast club	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the EEF Nov'16	2-5
Contingency fund for acute issues. Continue to fund and monitor impact. As above	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *189,440*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Success criteria	Outcomes 2023-2024	Outcomes 2024-2025	Outcomes 2025-2026
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. A higher proportion of Pupil Premium children meet ELG than in *2023.*	ELG speaking 55.6% 2023 rose to 81.3% 2024 with 3% improvement in pupil premium pupil achievement. No language or vocabulary assessments available for KS1 & 2- this will need to be considered	*ELG speaking fell to 70.5% 2025 but there was a 9% improvement in pupil premium pupil achievement from 57% in 2024 to 66.7%.* SALT screening assessment show impact for all pupils including disadvantaged. Use of Blank level assessments for pupils with SEND. AR vocabulary quizzes KS2.	ELG Speaking was 70.6% 2026 including 4 pupils with SEND (92% without). Use of SALT screening tools and Blank levels. Support from MABLE for pupils with SALT. Vocabulary intervention with KS2 had positive impact on pupils participating with improved vocab at the end of the intervention.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: ● qualitative data from student voice, student and parent surveys and teacher observations. ● a strong network of mental health support established linking school, home and external partners facilitated by our Senior Mental Health Lead	Parent surveys revealed 90% of parents agree their children were happy at school. 87% of pupils in the pupil survey enjoy school. Data from surveys show pupils are happy at school.	Parent surveys revealed 88% of parents agree their children were happy at school. 85% of pupils in the pupil survey enjoy school. We used the Anna Freud survey with staff and pupils. Wellbeing surveys pre and post intervention also show a positive impact	Parent surveys revealed 80% of parents agree their children were happy at school. Only 28 parents completed the survey 80% of pupils in the pupil survey enjoy school. Full programme of support from the mental health team has shown positive impact
Y1 phonics test outcomes and Y2 phonics resits confirm that increased proportions of disadvantaged	% of PP pupil meeting the expected standard in phonics improves from 2023.	Phonics outcomes 2023 66.7% to 2024 80%. Pupil premium increased from 62.5% to 80% (same as non pupil premium)	Phonics outcomes rose in 2025 86.7%. Pupil premium increased comparison difficult as small cohort	Phonics outcomes fell in 2026 to 70%. Pupil premium 69.2%, Non Pupil Premium 71.4%

pupils meet the standard.				
Improved reading attainment for disadvantaged pupils at the end of KS1 & 2.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023.	Reading tracking showed an improvement in disadvantage pupil reading data from 2023 67.1% to 76% and disadvantaged pupils across the school scored in line with non-disadvantage. However, there are huge variations in individual cohorts.	Reading tracking demonstrates that pupils are making progress against baseline expectations so that more pupils are reaching ARE. Writing tracking showed KS1 pupils are making progress against baseline predictions. Disadvantaged pupils remained at 76% for reading and writing.	Reading tracking continues to demonstrate that pupils are making progress against baseline expectations so that more pupils are reaching ARE. Writing tracking showed progress is variable against baseline predictions- strengths in Y2 & Y6. Disadvantaged pupils gap widened for both reading and writing.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.	% of persistent absentees fell from 21.46% in 2023 to 13.58% in 2024 Pupil premium attendance rose from 91.72% to 94.16%	% of persistent absentees rose from 13.58% in 2024 to 19.6% in 2025 Pupil premium attendance fell from 94.16% to 91.8% in 2025	% of persistent absentees rose from 19.6% in 2025 to 24.1% in 2026 Pupil premium attendance rose from 91.8% in 2025 to 93% in 2026.
Improved enrichment opportunities will impact directly on the attainment of disadvantaged pupils.	Children will have the opportunity to experience enrichment activities which will ultimately lead to higher attainment.	All activities were funded in 2023-24. This can no longer continue 24-25 but funding is being sought to support disadvantaged pupils. We were the recipient of a number of fully funded school trips e.g. Centre for Life, Great North Museum & Washington Wetlands.	Although parent contributions to some trips were sought, funding was granted to support disadvantaged pupils e.g. on Beamish trip.. We were the recipient of a number of fully funded school trips e.g. Centre for Life, Great North Museum & Washington Wetlands.	We continued to apply for fully funded trips and were granted funding for Centre for Life, Great North Museum & Washington Wetlands. Funding was granted for theatre experiences. Disadvantaged pupils supported to attend funded trips.

Review of Teaching Strategies:

Quality Professional Development for all staff has been the main focus of this year. RWI training and development has had a significant impact on the consistency with which RWI is implemented across the school. Internal data demonstrates pupils are making good progress in Phonics teaching although the phonics Statutory data was below national outcomes (impacted by new starters). Staff have participated in phonics to fluency training which is to support our Key Stage 2 pupils. Early indications show this has had some impact with Year 4 pupils. The programme

needs to be consistently implemented throughout Years 3-5 for greater impact. CPD from EWEL and Communication and Interaction team has supported delivery of interventions and assessment to support oral language skills. The FFT Vocabulary intervention with Y3 and Y4 pupils demonstrated a positive impact and will be repeated in future years.

Review of Targeted Intervention:

Our provision maps system is now embedded in school. Teachers request interventions for targeted pupils having identified a need. Any staff, leading interventions, receive additional training. Pupils are assessed at a base line and interventions are reviewed half termly with exit data to assess impact. Fast track tutoring has demonstrated a positive impact. Similarly, the phonics to fluency intervention showed early promise although it was not possible to run this in Summer term due to staffing shortages. The school participated in What Works Well micro trials for interventions in KS1 CEW, Number bonds and KS2 multiplication. All trials showed impact and the interventions were repeated with the control groups.

Review of Wider Strategies:

Funding has been granted to support pupil's Mental Health in school which has allowed us to secure a counsellor to support pupil's SEMH needs. Attendance improvements will need continue to be sought in 2026. We have sought fully funded school trips which have allowed us to offer visits for free to all our pupils. We will continue to seek funded school trip opportunities to allow pupils to experience these for free. Participation in the DfE Breakfast Club has provided opportunities for disadvantaged pupils to access free breakfast.