

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

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	57.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 Academic Years: 2024/2025 – 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Raakhee Tailor
Pupil premium lead	Raakhee Tailor
Governor / Trustee lead	Andrew Dowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£290,080

Part A: Pupil premium strategy plan

Statement of intent

Our core intention, aligned with the **DfE's guidance** and the **EEF's strategic six stages**, is that all pupils, especially those who are disadvantaged, achieve outcomes that are in line with or exceed those of their non-disadvantaged peers nationally.

Key Principles of the Strategy:

1. **High-Quality Teaching:** Ensure that outstanding teaching, which adapts to the needs of disadvantaged pupils, is the **main driver** for closing the attainment gap (EEF Tier 1).
2. **Evidence-Informed:** Utilise the **DfE's 3-tier menu** and the **EEF Toolkit** to ensure all spending is rooted in robust evidence and cost-effectiveness.
3. **Whole-School Responsibility:** All staff will adopt a whole-school approach, taking responsibility for the outcomes and high expectations of disadvantaged pupils, as highlighted by **Ofsted's focus on disadvantage**.

Challenges

This details the key challenges to achievement that we have identified among our Based on internal data analysis, the main challenges for our disadvantaged pupils are:

No.	Barrier	Challenge Description
1	Literacy and Vocabulary Gap	PP pupils, particularly upon entry to EYFS/KS1, show significantly lower attainment in language and communication skills, impacting reading comprehension across the curriculum.
2	Core Subject Attainment	A measurable attainment gap exists in Reading and Maths by the end of KS2, with fewer PP pupils meeting the Expected Standard than non-PP peers.
3	Attendance and Engagement	PP pupils have a higher rate of persistent absence and lower overall attendance than their peers, leading to a loss of cumulative learning time.

4	Social and Emotional Barriers	Some pupils struggle with self-regulation, concentration, and sustained engagement, impacting their ability to fully access classroom learning.
5	Limited Cultural Capital	Lower participation in extra-curricular activities, educational visits, and enrichment opportunities due to financial constraints or parental engagement.

Intended outcomes

Desired Outcome	Success Criteria
A. High-Quality Teaching	Assessments and observations indicate significantly improved language among disadvantaged pupils in the Early Years and Key Stage 1, leading to improved outcomes across the curriculum (consistently at or above London averages). This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons and ongoing formative assessment.
B. Core Subject Attainment	The percentage of PP pupils meeting the Expected Standard in Phonics (Year 1) will be at least in line with national non-disadvantaged outcomes.
C. Attendance	Sustained high attendance from 2026/27 demonstrated by: The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.
D. Social/Emotional Development	Teachers will report an increase in concentration, metacognition, and self-esteem among PP pupils, measured through staff/pupil voice and monitoring data.

E. Cultural Enrichment	100% of disadvantaged pupils will have financial access to all school-based enrichment activities, trips, and residential.
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Activity in this academic year

5. Planned Expenditure and Actions (2025/2026 Academic Year)

Tier	Activity	Evidence that Supports this Approach	Challenge(s) Addressed	Budgeted Cost
Tier 1: High-Quality Teaching	Curriculum and Subject-Specific CPD - Little Wandle training and on-going coaching, Early Years Conversation Project	Training focused on effective differentiation and targeted use of formative assessment has a high impact on all learners, closing the gap in the classroom (EEF, Tier 1).	1, 2	£6,500

Tier 1: High-Quality Teaching	Validated systematic synthetic phonics teaching programme - launch of Little Wandle with appropriate resourcing for teaching	Validated programme matched with correct resources, enables access to the teaching of	1, 2	£10,650
Tier 1: High-Quality Teaching	Standardised maths and reading assessments - PUMA/PIRA for Y2 - Y6	Reliable, externally-benchmarked data is essential for accurately identifying specific learning gaps and for diagnosing the precise barriers faced by disadvantaged pupils (EEF's Strategic Six Stages). This ensures that Tier 1 teaching is effectively differentiated and provides the robust, quantitative data required to measure the impact of interventions and assess the success of the overall strategy.	1, 2	£3,587
Tier 1: High-Quality Teaching	Walkthrus CPD Programme - Focused training on high-leverage instructional techniques (e.g., retrieval practice, questioning) with a termly internal coaching and observation cycle.	Sustained and evidence-based CPD, particularly with a strong focus on implementation and coaching, is a high-impact Tier 1 strategy that improves the quality of teaching for all pupils (EEF). Improving foundational classroom routines directly addresses inconsistent practice, leading to better	1, 2	£8,900

		outcomes in core subjects.		
Tier 2: Targeted Academic Support	Targeted 1:1 and Small Group Tutoring - Little Wandle phonics keep-up and catch up	Targeted tutoring is highly effective and flexible for addressing specific learning gaps identified through robust assessment (EEF Toolkit, High Impact Approach 2).	1, 2	£ 57,028
Tier 3: Wider Strategies	Pastoral and Attendance Support - weekly, BASE Mentoring programme run by Streets Ahead	Mentoring and targeted welfare support removes non-academic barriers, improving readiness to learn and tackling high persistent absence (EEF, Tier 3).	3, 4	£ 11,000
Tier 3: Wider Strategies	Chess in Schools Initiative weekly, for all Year 3 children	Chess can improve concentration, metacognitive skills, problem-solving, and general academic attainment through enrichment (High-Impact Wider Strategy).	4, 5	£ 2,200

Tier 3: Wider Strategies	Pastoral and Attendance Support - Welfare and Attendance Lead	Some pupils struggle with self-regulation, concentration, and sustained engagement, impacting their ability to fully access classroom learning." The Lead would provide crucial, timely, and targeted pastoral support, acting as the first point of contact for external agencies and family support, thereby improving pupils' readiness to learn.	4,5	£38,900
Tier 3: Wider Strategies	Cultural Capital/Enrichment Fund - The Welbourne Offer	Ensuring equitable access to the full breadth of the curriculum and school life, reducing external pressures and increasing engagement.	5	£ 5,500
Tier 3: Wider Strategies	Weekly singing assemblies delivered by a specialist music teacher - Haringey Music Service	High-quality musical and cultural experiences are vital for building cultural capital, improving wellbeing, and enhancing social cohesion. This activity ensures all pupils have equitable access to enriching musical opportunities, positively impacting emotional regulation and engagement (EEF, Tier 3).	4,5	£2,000

Tier 3: Wider Strategies	Subsidised/Fully Funded Educational Visits and Residentials	Outcome E criteria states 100% of disadvantaged pupils will have financial access to all school-based enrichment activities, trips, and residentials. This direct subsidy removes a significant barrier to cultural capital, increasing engagement and contextual learning for all pupils (EEF, Tier 3).	5	£10,000
	Contingency fund for acute issues.	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.	1-5	
TOTAL PUPIL PREMIUM EXPENDITURE				£ 133,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	
Walkthrus	