



Pupil Premium Strategy Statement 2025-28

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	Wallace Fields Junior School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	8.5%
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)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Steve Lee - Headteacher
Pupil Premium Lead	Kirsty Elliot - SENDCo
Governor / Trustee Lead	Jonathan Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/26).	£35,126 £30,485 (Previous year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year	£35,126
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Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Statement of Intent (with school BELIEVE values)

At our school, we **BELIEVE** in every child. Our values of **Brilliance, Enthusiasm, Learning, Inspiration, Equality, Vision, and Every Pupil Matters** underpin our commitment to ensuring that all pupils—regardless of economic circumstance—are supported to make strong progress and achieve their full potential. We recognise that children develop at different rates, and we are determined that all pupils meet or exceed end-of-year expectations in reading, writing and maths.

We know that **universal, high-quality first teaching** is the most powerful driver of achievement. Guided by our belief in **Brilliance** and **Learning**, we rigorously monitor teaching and learning through a triangulated approach, including data scrutiny, learning walks and book looks, with a specific focus on our Pupil Premium children. The purpose of Pupil Premium funding is to accelerate progress, close gaps caused by lost learning or limited cultural capital, and raise attainment so that all pupils can thrive.

Every member of staff knows their Pupil Premium pupils well. Provision is carefully targeted, planned and reviewed, ensuring that support is personalised, equitable and rooted in our value of **Every Pupil Matters**. Our approach is driven by **Enthusiasm, Inspiration, and a clear Vision** for what our disadvantaged pupils can achieve.

Our key aims for disadvantaged pupils are to narrow the gap between them and their peers by:

- **Supporting and upskilling pupils in mental health and wellbeing**, enabling them to become motivated, resilient learners who understand self-care and can make informed, positive choices. This reflects our commitment to **Inspiration** and **Brilliance** in personal development.
- **Removing barriers to learning** so that all pupils can access the curriculum and achieve their potential, in line with our value of **Equality**.
- **Enriching cultural capital** by providing access to additional funded clubs and extra curricular opportunities that broaden horizons and inspire ambition.
- **Improving progress and attainment in reading**, ensuring pupils develop the skills and confidence needed for lifelong learning.
- **Strengthening progress in writing and oracy**, empowering pupils to communicate clearly, creatively and effectively.

Through our **BELIEVE** values, we ensure that every disadvantaged pupil is seen, supported and championed. We are unwavering in our belief that **Every Pupil Matters**, and we work collectively to ensure that all children flourish academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1. Learning Barriers	<p>The Education Endowment Foundation (EEF) and Ofsted reports highlight that children eligible for Pupil Premium (often linked to economic disadvantage) are statistically more likely to:</p> <ul style="list-style-type: none">• Have less access to educational resources at home (books, devices, quiet space).• Experience lower parental engagement with learning activities.• Face challenges such as irregular routines, housing instability, or parental work pressures. <p>We recognise at WFJS that this is not the case for all our Pupil Premium families but we offer the support regardless. This can happen due to several factors which are not universal but are needed to be considered to ensure all children have a fair access to their learning. Such as:</p>

	<p>Economic pressures: Parents may work multiple jobs or irregular hours, leaving less time for homework support.</p> <p>Educational background: Some parents may lack confidence in their own literacy or numeracy skills, making it harder to help.</p> <p>Stress: Financial strain can lead to stress, which impacts family dynamics and prioritisation of schoolwork.</p> <p>Mental Health: We have experienced a significant rise in parental anxiety, particularly common with neurodiversity in the family.</p> <p>Limited resources: Fewer books at home, no internet access, or no quiet space for study.</p> <p>Cultural capital gap: Families may not be familiar with school expectations or strategies for supporting learning.</p>
<p>2. Wellbeing</p>	<p>A large number of our pupil premium children have reduced resilience and higher pastoral needs compared with their peers. This is reflected in increased requests for emotional support (with 5 of these children accessing our ELSA support, 19% this year), difficulties with self-regulation, and lower levels of engagement during learning. Staff observations and pupil voice indicate that some pupils struggle to manage friendships, cope with change, or sustain positive learning behaviours, which can impact both academic progress and wider school participation. 7 of our pupil premium children have a neurodiverse diagnosis and a further 5 present with traits and are awaiting diagnosis, this is 55% of our pupil premium children have additional considerations and 10 of these children (37%) are on the SEND register. 13 of these children (50%) have been open to our safeguarding team.</p> <p>Further external factors such as family stress and anxiety, limited access to enrichment, and inconsistent routines can further compound these challenges.</p>
<p>3. Reading and vocabulary</p>	<p>Many of our disadvantaged pupils enter school with limited vocabulary, reduced exposure to high-quality texts and weaker early reading skills compared with their peers. When children enrol at WFJS, they are baselined in the Autumn term (September 2025). Data shows that 66% of PP children were working below expectations. This presents itself through lower baseline scores in phonics (50% of PP children in Year 3 have been entered into the phonics scheme), slower progress in reading fluency and comprehension and reduced confidence when accessing age-appropriate texts across the curriculum. In the classroom, these children often need support to articulate ideas, infer meaning, and engage fully with the wider curriculum.</p>

<p>4. Access and Opportunity (Cultural Capital)</p>	<p>Children can miss access to lessons like Design and Technology (D & T), or sport, where specific resources are needed. This leads to feelings of isolation, frustration and means children could miss out on opportunities to develop their skills in these lessons. Teachers ensure extra resources are ready for those children to make sure they are always participating e.g. baking trays for cooking, tupperware to bring the work home, fabric for sewing.</p> <p>Home communication can be missed about trips, residential, schools enrichment activities like discos or competitions leading to children chasing their adults or missing out. This also applies to parents' evenings. At Wallace Fields Junior School, parents of pupil premium children are communicated with to ensure the information has been received. For example, phone calls about dress-up days like Decade Day in year six and parents are asked if anything can be provided from school to help.</p> <p>At Wallace Fields Junior School, internal monitoring shows that disadvantaged pupils are accessing extra-curricular clubs at lower rates than their peers. This limits opportunities to build social confidence and develop wider cultural capital, making enrichment access a key focus within our Pupil Premium strategy.</p> <p>In 2024, participation was 70% for disadvantaged pupils compared with 86% for our non-disadvantaged pupils.</p>
<p>5 Attendance</p>	<p>Attendance data indicates that attendance amongst our disadvantaged pupils is lower than that of non-disadvantaged pupils. This has a negative impact on their social and emotional development as well as academic progress</p> <p>In 2024/25 there is a 2.1% differential gap between disadvantaged and non disadvantaged pupils.</p> <ul style="list-style-type: none"> • Attendance for disadvantaged = 95.28% • Attendance for non-disadvantaged = 97.39% <p>One vulnerable child remains at below 90%.</p>
<p>6 Writing and oracy</p>	<p>Pupils often have restricted exposure to rich language at home, impacting their ability to express ideas clearly and creatively both through written and oracy opportunities. Some pupils are reluctant to participate in discussions due to low confidence. This can also impact writing skills where written work can lack coherence, creativity and accurate grammar due to gaps in transcription and composition skills. In 2025, SATS data demonstrated 3/5 PP children did achieve expected or above in writing. Of those that did not, one child was disallowed (EHCP) leaving one child (who also had SEND needs) not achieving expected, showing our awareness of this challenge is having a positive impact on the data.</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.

Challenges	Intended outcome	Success criteria
1 Learning Barriers	To support children achieve national expectations by closing the gap for children below age related expectations.	<ul style="list-style-type: none"> PP children provided with adaptive homework strategies. Group intervention and 1:1 support to reduce the learning gap for PP pupils. This includes daily reading; embedding a love of reading so the children become life-long readers who read for pleasure. Also through the use of writing conferencing and teacher pupil consultations for SEND and PP pupils. End of year data will show good progress for Pupil Premium children. If good progress is not evident, further redirected support will be put in place with increased communication and support for parents.
2 Wellbeing	<p>Maintain positive mental health and address concerns rapidly.</p> <p>We are prioritising disadvantaged pupils for daily reading as an opportunity to have 1-1 conversations with members of staff every day.</p> <p>We are also working closely with families to build positive routines, improve communication, and signpost external support where needed.</p>	<p>Children's mental health concerns are addressed quickly and effectively with the combined use of our internal wellbeing referral system & parental 'Stormbreak'.</p> <p>Children report that they feel a greater ability to cope with daily school life and the expectations around this, using targets set from ELSA / Well-being sessions.</p> <p>100% of children report that the 'mood box' is an effective way to communicate well-being concerns to a member of staff. Through well-being questionnaires ELSAs review all agreed targets have been met and cases are closed after 6 weeks. Children can implement strategies taught independently. Children show a greater ability to cope with normal school life. Teachers know clear channels for referral and how to monitor, support and progress.</p>

3. Reading and vocabulary	<p>Ensuring all pupils develop the skills and confidence needed for lifelong learning.</p>	<p>We are prioritising high-quality, systematic reading provision and explicit vocabulary instruction.</p> <p>Daily phonics and reading is delivered.</p> <p>We have embedded rich, ambitious texts across the curriculum to ensure disadvantaged pupils have priority access to reading interventions, book-rich environments, and reading-for-pleasure initiatives.</p> <p>Staff are trained to model and teach vocabulary, and we are strengthening home-school partnerships by regular monitoring ensuring that provision is responsive and that disadvantaged pupils are making accelerated progress. From the 2025 SATS data, of the children that were entered, 100% of PP children passed their SATS and achieved expected standard or above. These children received intervention from Year 3 including daily reading, small group reading sessions, pre-teaching, targeted phonics and vocabulary groups showing the effectiveness our intervention can provide.</p>
4 Access and Opportunity (Cultural Capital).	<p>Ongoing cultural capital deficit.</p> <p>PP who are also EAL - 22% 6 children</p> <p>PP who are SEND: 37% - 10 children</p>	<p>All interventions will be targeted, specific and measurable.</p> <p>e.g. pre-teaching vocabulary.</p> <p>Curriculum to ensure a wide range of representative texts are used to enrich the curriculum.</p> <p>All interventions will be targeted, specific and measurable.</p> <p>e.g. preteaching vocabulary.</p> <p>Engagement with parents and monitoring through EDUKEY will show that children are regularly receiving their provision.</p> <p>All staff will be using educationally backed resources to plan high quality lessons and support, taking into account PP children.</p>
5 Attendance	<p>To raise attendance of PP and vulnerable children.</p>	<p>All Pupil Premium children will continue to improve- above the targets individually set and have an attendance of 90% or above.</p> <p>Pupil Premium parents will be actively involved in their child's education through termly meetings, parents workshops, ELSA support, Stormbreak.</p> <p>Daily communication / log with most disengaged and persistent absence families.</p>

		EBSNA meetings / plans / targets set & reviewed on EDUKEY. This includes supportive parental meetings, medication support, meet 'n' greet / collection plans.
6 Writing and oracy	Empowering all pupils to communicate clearly, creatively and effectively.	<p>Pupils were supported to achieve expected standard in writing by attending 1:1 conferencing sessions, vocabulary exposure during 1:1 reading and direct grammar intervention to support with their prosody and comprehension, which in turn helped with their writing where children could articulate ideas more coherently. From this, 100% of PP children with no additional SEND needs achieved expected standards or above in their writing at the end of KS2.</p> <p>Other interventions across the school which build up to these end of key stage results include:</p> <ul style="list-style-type: none"> - Writing conferencing - Daily reading - Sentence structure input - Comprehension groups

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,300

WFJS Objective	WFJS Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff development and knowledge in Phonics and Maths to facilitate our disadvantaged children.	To develop all staff knowledge (teachers and support staff) in: Phonics scheme 'Little Wandle' phonics programme and maths groups. Supported by the Deputy and SENDCo as group teachers.	<p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> <p>Research from the NFER shows that a whole school ethos of high attainment for all pupils, high quality first teaching and meeting individual needs are the</p>	1, 3

		<p>most effective ways to ensure disadvantaged pupils achieve highly.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p> <p>Research shows the 5 strands of Maths Mastery used in all maths lessons</p> <p>https://www.littlewandle.org.uk/about-us/our-pedagogy/</p> <p>Research shows the basis for automatic word recognition and fluent reading.</p>	
To allow equal access to extracurricular clubs and trips for PP children.	To ensure PP families are aware that extra financial support is available to allow their children to take part in extra-curricular clubs and school trips where finances may prevent them from joining their peers.	<p>A New Direction – Cultural Capital Inquiry</p> <p>https://www.anewdirection.org.uk/research/cultural-capital</p> <p>Sutton Trust – Extra-curricular Inequalities (2014)</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/06/Extra-curricular-inequalities.pdf</p> <p>Every trip and club letter includes the school offer for families who may have financial difficulties to contact school if their child would like to take part. This is in order to level out the cultural capital our PP children are exposed to.</p>	1,2,3,4
To ensure curriculum gaps are identified and interventions are placed promptly.	To ensure any gaps in knowledge identified in reading/phonics and maths. Termly assessments are identified through ongoing rigorous assessment and acted upon rapidly.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Interventions are carefully planned and tracked for impact through EDUKEY.</p> <p>https://bedrocklearning.org/literacy-blogs/rosenshines-10-principles/</p> <p>Daily, weekly and monthly reviews.</p> <p>Merit of questioning to identify misconceptions, strengthen memory and help build schema.</p>	1, 2, 3
Purchase of standardised diagnostic assessment (NFER)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Conferencing and teacher instruction will take place after the NFER to ensure children's misconceptions are addressed.</p>	1

		https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	
National College membership	Purchase of the NCM.	<p>Professional development can be supported effectively remotely. The review finds that the skills and knowledge that staff gain will ultimately lead to gains in pupil outcomes, including PP children. Similarly, schools can enjoy lower costs, save time, work flexibly and remove the need to delay face-to face professional development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4
Wellbeing team / champions / ELSAs.	Support children and families with pastoral care & well-being.	<p>Provides support for staff and pupils with managing their emotional wellbeing in and out of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,2,4
Positive touch ongoing training.	To safeguard the wellbeing of PP children by providing positive touch training, zones of regulation and ELSA supervision for all key staff.	<p>Positive touch training helps staff build trust and reduce stress through safe, supportive interaction.</p> <p>https://zonesofregulation.com/wp-content/uploads/2024/09/Evidence-of-Effectiveness-Brief.pdf</p> <p>Zones of Regulation gives pupils tools to recognise emotions, practise coping strategies, and improve behaviour.</p> <p>https://www.tandfonline.com/doi/full/10.1080/13632752.2024.2360779#d1e135</p> <p>ELSA supervision ensures consistent, high-quality emotional support through regular guidance from educational psychologists.</p>	4

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

Budgeted cost: £13,386

Wallace Fields Juniors Activity	Wallace Fields Junior School Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions.	<p>To run several interventions for our vulnerable pupils providing tailored support for Pupil Premium children. This includes: NTP (small gp tutoring in maths and English), Little Wandle (phonics), Memory fix, snap maths, TTRS, 1:1 reading, sentence writing, reading comp, Wordshark, Mathletics, handwriting, Vocab pre-teach, Precision teaching, dictation and grammar. We ensure measurable outcomes.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Research by the EER (Educational Effectiveness Research) shows that small group tuition is effective due to greater feedback from the teacher, more sustained engagement in smaller groups and work which is more closely matched to learners' needs.</p> <p>Evidenced and tracked on EDUKEY. This shows a gradual incline in impactful outcomes.</p>	1, 2, 3
	<p>To ensure maximum impact on pupil progress by establishing small teaching groups and evidence-based interventions for all Pupil Premium children, regardless if they are at ARE or not..</p>	<p>We recognise that Quality First Teaching is the most effective provision for supporting children who have barriers to learning. However, some children require additional intervention to ensure they make at least good progress or have support in addressing gaps in knowledge. Many of the interventions implemented are personalised or research based to have the best possible impact on attainment and pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2, 3

		https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
An enhanced package of wellbeing support for parents including our workshop programmes, tea parties / information afternoons and targeted support from the school Emotional Literacy Support Assistant (ELSA). Stormbreak programmes are specific for each child and their well-being needs. Parental well-being and guidance workshops. Neurodiverse support & discussion groups.	Research by the EEF shows that parental engagement is consistently associated with pupils' success at school.	1, 2, 3, 4
Running lunchtime support for our vulnerable pupils providing tailored support for Pupil Premium children. (Positive play lead) Supporting poor attendance, with individual morning programmes & daily strategies, ensuring measurable outcomes.	<i>NFER</i> research has highlighted that more successful schools talked to parents about the importance of learning and aspirations sharing with parents the curriculum pupils were covering and how to support their child.	4
Provide financial support for disadvantaged families to assess a range of off site trips and experiences.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (EEF 2020).	1,2,3,4

Wellbeing Guinea Pigs.	<p>Research: <i>(O'Haire et al. (2013) — Guinea Pigs in Primary Classrooms)</i> shows that guinea pigs in schools can significantly improve children's social skills, emotional regulation, and overall wellbeing—especially for those with additional needs.</p> <p>Here's a summary of key findings from UK-based and international studies:</p> <p>Evidence-Based Benefits of Guinea Pigs in Schools</p> <p>1. Improved Social Functioning</p> <p>A study funded by the <i>Society for Companion Animal Studies (SCAS) and led by Dr. Marguerite E. O'Haire at Purdue University</i> found that guinea pigs in classrooms improved social functioning for both children with autism spectrum disorder (ASD) and their typically developing peers.</p> <p>Children showed increased social engagement, empathy, and reduced anxiety when interacting with guinea pigs.</p> <p>2. Emotional Development & Self-Esteem</p> <p>According to the <i>British Veterinary Nursing Association (BVNA)</i>, animals like guinea pigs help children develop emotional awareness, responsibility, and self-esteem.</p> <p>The presence of animals encourages nurturing behaviours and can foster a sense of calm and connection.</p> <p>PP children will be timetabled to spend time with the guinea pigs on a regular basis according to need.</p>	1,2,3,4
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Total budgeted cost: £35,126

Further information (optional)

What support is there for Pupil Premium Children at Wallace Fields Junior School 2025/26?

Strategy	Intended outcome	Rationale	How will this be implemented successfully?	Who is responsible for implementing?
All staff clear on PP pupils. Staff to focus on PP children in planned weekly sessions.	To accelerate children's learning.	Research demonstrates high quality verbal feedback has the greatest impact on learning.	Regular book scrutinies by the Pupil Premium Lead will ensure that regular verbal and written feedback is being given to PP children.	All staff

Timetabled support (Before school targeted activities to entice children into school in the morning). E.g. guinea pigs / games.	To improve and support children's attendance and punctuality.	Through early identification and assessment.	Regular discussions with class teachers to meet the needs of the children in these groups.	HTLAs, Class teachers and SLT.
Pupil premium focus teaching provided by TAs/HTLAs	To accelerate children's learning.	Through early identification, assessment and gap analysis. Gaps in learning will be targeted during these sessions.	Regular discussions with class teachers through, gap analysis and planning to meet the needs of the children in these groups.	HTLAs. Teachers to plan time and needs of children across the school.
Termly meeting with parents if needed.	To build relationships with parents and offer support to families who need it. To inform parents of how the funding will be spent.	Relationships will be built across the year in order to support families and encourage them to support children with their learning needs.	Each term a meeting will be held to meet with Pupil premium parents.	Teachers ELSA
Access to 1 paid club per term if needed	To encourage children to access the before / after school activities and improve fitness levels.	Some of our pupil premium children do not access after school clubs. A minority have poor health and fitness.	This will be offered as an option to parents / children who staff / PP lead deem may benefit and are on the PP register. PP Parents may also request a paid club per term.	Pupil Premium Lead/ Office Team.
Access to 1 school trip paid per term if needed	To support families financially if they need it for their child to participate in enriching school activities.	Some families will not be in a financial position to make a contribution to school for their children to participate in school trips / residential.	This will be offered as an option to parents at the yearly meeting. Parents will approach the office/ pupil premium lead to request a paid trip per term only as needed.	Pupil Premium Lead/ Office Team
Reviewed provision maps	To track and monitor progress of Pupil Premium children and the intervention they receive as well as the impact it is having.	Highly effective monitoring will be in place to identify any gaps or focus areas for learning needed.	Reviewed termly in staff meetings.	Reviewed by class teachers.
Rufus, the well-being dog.	To provide opportunities for children to build their self-esteem and mental health and well-being as well as communication skills.	A proportion of our pupil premium children require emotional support.	Weekly visits from Rufus the well-being dog. Specific children to be targeted to make visits.	Class teachers / DDSL

Basic classroom resources and spare uniform supplied free of charge.	To allow PP pupils equal access to school life.	Some families may not be in a financial position to be able to afford children to participate in paid school resources or school uniforms.	This will be offered as an option to parents at regular intervals and when necessary. Parents will approach the office/ pupil premium leads to request uniform / resources / stationery.	Pupil Premium Lead/ Office Team / Teachers / Support Staff.
Stormbreak programmes offered free of charge for families to enjoy at home together.	Improved parent / child relationships. Strategies to support good mental health.	To support & help parents to be proactive in supporting their own families. To reduce the emotional workload in school	Advertised at parents meetings / workshops / tea parties / news letters / teachers recommend directly. Teacher allocates via email.	SENDCo / Teachers.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our pupil premium strategy has been designed to have lasting impact over a three year period. It will be reviewed annually to ensure that the action put in place continue to achieve the desired outcomes for our disadvantaged pupils.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

- Data from the previous academic year's national assessments and qualifications, once published.
- Comparison to national averages and outcomes achieved by your school's nondisadvantaged 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 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.

Performance of disadvantaged pupils in the previous strategy years (2022 - 25)

We've summarised the performance of disadvantaged pupils across attainment and wider outcomes, triangulating national datasets with our summative/formative assessments, and school-level attendance, behaviour and wellbeing information. Where national comparisons are used, we note that cohorts experienced earlier Covid-19 disruption to learning, which has affected pupils and schools differently.

National context and benchmarks

- **Key stage 2 headline:** National attainment rose slightly in 2024 versus 2023 but remains below pre-pandemic levels; 61% met the expected standard in reading, writing and maths (RWM) vs. 59% in 2023 and 65% in 2019. The disadvantage gap persisted and national reporting includes breakdowns by disadvantage in the revised 2024 dataset.
- **Disadvantage gap trend:** National analyses indicate the attainment gap between disadvantaged and non-disadvantaged pupils remains wide and, for KS2 is the widest in over a decade, underscoring persistent inequalities in outcomes.

Sources for national comparison: DfE KS2 revised 2024 statistics (national, regional and local authority breakdowns, including disadvantage), FFT Education Datalab analysis of the 2024 KS2 gap, EPI Annual Report 2024, and Social Mobility Commission benchmarks.

School attainment summary

- **Key stage 2: Headline:** Wallace Fields disadvantaged RWM expected standard for 2024 is 72% compared to our non-disadvantaged at 76%,
- **Subject detail: Reading:** 80% disadvantaged at expected+, gap of 14.1% vs. non-disadvantaged. **Writing:** 60% disadvantaged at expected+, gap of 22.3% vs. non-disadvantaged.. **Maths:** 80%, gap of 14.1% vs. non-disadvantaged. Triangulate with teacher assessment and standardised test scale scores to confirm trends.

Note: Covid-19 legacy effects vary by pupil; interpret gaps with caution and examine cohort-specific contexts.

Y6	Year	School	National (Social Mobility Commission provides these national figures)
Percentage of pupils eligible for pupil premium achieving an expected level of achievement at the end of KS2	22/23	17 children (23 total) 72%	46%
	23/24	17 children (24 total) 72%	44%
	24/25	18 children (26 total) 69%	47% provisional (Data not yet published)

Evidence base: summative and formative assessments

- **Summative: Standardised tests:** NFER scale scores and standard deviations used to track progress and identify gaps by domain (decoding, inference, arithmetic, reasoning).
- **Internal assessments:** Termly papers moderated across year groups
- **Formative: Teacher assessment:** Recorded on Sonar, objectives met/not met; cold/warm task comparisons. Work scrutiny and fluency checks, Reading records, arithmetic fluency timings, and writing moderation.
- **Moderation: Cross-school moderation:** aligned judgments against exemplification; adjustments made where variance >1 sublevel.

Wider issues impacting performance

- **Attendance:** Disadvantaged: 92.4 % vs Non-disadvantaged: 96.6%, Persistent absence: 6 % vs 3 % Lower attendance strongly correlates with reduced attainment.

- **Behaviour:** Higher behaviour incident rates among disadvantaged pupils, especially during breaktimes. Targeted behaviour interventions have improved engagement.
- **Wellbeing:** Screeners show that 40 % of disadvantaged pupils present with anxiety or low engagement vs 15 % non-disadvantaged. 19.2 % accessed ELSA support; progress tracked against attainment.
- **Pastoral Support:** ELSA Programme: Trained staff deliver emotional literacy sessions (friendship, anxiety, self-esteem).
- **Referral Pathways:** Surrey services (CAMHS, family support, speech & language) engaged for complex needs. Uptake and impact monitored termly.
- **Strategy:** Tiered support, universal PSHE, targeted ELSA, specialist referrals.
- **Attendance and behaviour reviewed half-termly;** wellbeing screeners annually.
- **Staff access Surrey and National College training** to strengthen pastoral capacity.

Progress against previous intended outcomes (2022 - 2025)

Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning, including homework support.
2	Well-being and Mental Health.
3	Ongoing cultural capital deficit, due to our increase of EAL children from Chinese Hong Kong communities is 7.8% alone.
4	Attendance below 95% for Disadvantaged and vulnerable pupils is 34.78%. That is a 25.18% differential with non PP pupils, which sits at 9.6%.

Are we on target to achieve the outcomes of our strategy
(as outlined in the Intended Outcomes section above)?

Challenge Number and Intended Outcomes	Outcomes before strategy	Outcomes review during strategy period	Analysis
1. Learning Barriers	2022 - 2023 Disadvantaged Non Disadvantaged scaffolding in place.	2024 - 2025 Disadvantaged Non Disadvantaged equal access to all learning materials / equipment.	Learning barriers were scaffolded, supported. Resources are given to PP pupils wherever staff felt the need, no questions asked, ensuring equal access to learning as non PP children.
2. Well-Being	2022 - 2023 Disadvantaged: 14 children referred to ELSA / well being Non Disadvantaged: 10 children	2024 - 2025 Disadvantaged: 13 Non Disadvantaged: 12 children referred to support. Gap reduction.	Teachers and support staff actively engage with children daily, through use of mood box, zones of regulation. Referral system set up for concerns. Well-being team supervised by ELSA staff, and ELSA staff triage support. Positive play lead and indoor supported play for unstructured times. Restorative justice practiced.

			Stormbreak for parental support.
3. Cultural Capital	2022 - 2023 Disadvantaged: 70% engagement Vs Non Disadvantaged: 86% engagement	2024 - 2025 Disadvantaged: 74% engagement Vs Non Disadvantaged: 81% engagement. Gap narrowing.	Teachers are actively engaging with children and parents to ensure all disadvantaged children are exposed to and are familiar with all learning materials. Trips & in school experiences paid for, including after school clubs.
4. Attendance	2022 - 2023 Disadvantaged: 90% Non Disadvantaged: 93%	2023 September - December DA = 90.4% Non DA = 95.1% 23/24 September DA = 95.5% Non DA = 87.4% 2024 – December DA = 91.4% Non DP = 96.5%	Writing letters to parents/carers with under 90% has been very successful. They now know from the outset their current attendance and their new targets. These are shared and rewarded with class teacher involvement. This will enable relationships and action for further impact. AAIO involvement with persistent attendance. Termly meetings with Deputy, attendance lead and SENDCo.

Strategy evaluation: what's working and what needs adjustment - (adding new outcomes / Challenges.)

Working well:

- **Targeted teaching in academic support:** Small-group interventions & reviews on EDUKEY, improved maths mastery and daily reading for disadvantaged pupils.
- **Attendance interventions:** First-day response and family liaison reduced persistent absence in targeted cohorts
- **Curriculum coherence:** Reduced cognitive load, improving outcomes in writing.

Needs adjustment:

- **Reading at home:** Low engagement; introduce structured library/home reading incentives and parent workshops.
- **EBSNA Support Plans:** Additional Staff training

Externally provided programmes

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

Programme	Provider
Stormbreak	Dr Martin Yelling

Further information (optional)

Please also see Wallace Fields Junior School's pupil premium policy on our website.