

Pupil premium strategy statement – Wisewood Community Primary School & Nursery

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	164
Proportion (%) of pupil premium eligible pupils	40%
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)	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Claire Austin- Head of School
Pupil premium lead	Claire Austin
Governor / Trustee lead	Lisa Pidd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,206.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£81,699.00

Part A: Pupil premium strategy plan

Statement of intent

The INOVA School Excellence Strategy vision is to ensure that every child, regardless of background or starting point, thrives through equitable access to outstanding education. The Key Performance Indicators established in the INOVA School Excellence Strategy focus on tackling disadvantage and drive the Challenges within this Strategy Statement.

Our ultimate objectives are that our disadvantaged pupils attain superb outcomes in line with their non-disadvantaged peers, through equitable access to excellent teaching. We will also provide cultural capital 'Powerful Moments' to enhance their sense of belonging to school and ensure readiness for life in an ever-changing world – a platform for social mobility.

Our principles for tackling disadvantage have been established in partnership with national expert Marc Rowland, through the Learn Sheffield 'Making the Difference' programme:

- We will prioritise equity of access to excellent teaching provision, understanding that quality first teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
- Targeted academic support will be data driven; care will be taken to ensure that participation in intervention does not involve pupils being withdrawn from other crucial activities.
- Wider strategies will focus on ensuring that our disadvantaged pupils feel a sense of belonging, reflected through strong attendance – this is key for securing excellent outcomes.
- We will take an empirical approach, with activities grounded in research. We will objectively measure impact through data, observation, case studies and student voice, adjusting strategy accordingly.

Wisewood Primary School & Nursery

Our intention is that all pupils at Wisewood Primary School make good progress and achieve well, irrespective of their background or the challenges that they face. The focus of this strategy is to support our disadvantaged pupils to achieve that goal. This includes pupils who may be classed as vulnerable due to social care involvement or being a young carer and those who are already achieving well.

During the period of this strategy plan, the key priority is the continued development of high-quality teaching with school, focussing on the areas in which the disadvantaged require the most support to access the next stage of education.

The evidence shows that the development and consistent delivery of high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap whilst simultaneously benefitting the non-disadvantaged pupils. It is implicit in the intended outcomes detailed below, that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																												
1	<p>Maintain high outcomes for PP children</p> <p>Children who are pupil premium at Wisewood school are exceeding pupil premium nationally at the end of year 6, achieving the expected standard in all subjects. The latest three-year average shows that the year 6 children are very close to national non-disadvantaged in both reading and maths. Year 4 children are also outperforming non-disadvantaged nationally for MTC check average scores. There is, however, still a gap for pupil premium children meeting expected standard in writing in comparison to national non-disadvantaged (14%)</p> <p>The school want to continue to maintain high outcomes for pupil premium children across the school.</p>																												
2	<p>Equity of access to excellent teaching</p> <p>The school have seen an increase in staff mobility this year with 3 new teaching staff. This is significant in a 1 form entry school. The school will be identifying and implementing consistent pedagogical strategies within the classroom linked to the school's Teaching and Learning Toolkit. Further to this, the school intend to implement a Ped Tech strategy to enhance the pedagogical approaches in the classroom.</p>																												
3	<p>Literacy (reading, writing, oracy)</p> <p>Removing literacy barriers is essential for enabling disadvantaged learners to access the curriculum. As seen above, there are gaps in outcomes at the end of EYFS and in Year 6 – mainly due to outcomes in literacy. Typically, on entry data at Wisewood is below national expectations. Children enter the EYFS with speech and language acquisition lower than that of others nationally.</p>																												
4	<p>Attendance</p> <p>INOVA Trust performance data indicates a strong positive correlation between the attendance and outcomes of disadvantaged pupils – strong attendance is key for equity of access to excellent teaching.</p> <p>The attendance of disadvantaged children is still lower than national and so this is a priority for the school, with everyone taking responsibility for improving attendance.</p> <p>FSM6 - Attendance</p> <table border="1" data-bbox="293 1176 1302 1406"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25 (3 term)</td> <td>72</td> <td>92.1%</td> <td>92.3%</td> <td>Close to average</td> <td>Relative decline</td> <td>High - FSM, High - SEN</td> </tr> <tr> <td>2023/24 (3 term)</td> <td>83</td> <td>92.5%</td> <td>92.0%</td> <td>Close to average</td> <td>Relative improvement</td> <td>High - FSM, High - SEN</td> </tr> <tr> <td>2022/23 (3 term)</td> <td>84</td> <td>90.3%</td> <td>91.6%</td> <td>Close to average</td> <td>Relative improvement</td> <td>High - FSM, High - SEN</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25 (3 term)	72	92.1%	92.3%	Close to average	Relative decline	High - FSM, High - SEN	2023/24 (3 term)	83	92.5%	92.0%	Close to average	Relative improvement	High - FSM, High - SEN	2022/23 (3 term)	84	90.3%	91.6%	Close to average	Relative improvement	High - FSM, High - SEN
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5	<p>Powerful Moments – cultural capital and enrichment opportunities</p> <p>Engagement in cultural capital opportunities is key to disadvantaged pupils having equity of access to the national curriculum.</p> <p>Engagement in enrichment opportunities is key to developing pupils' metacognitive and self-regulation strategies, and sense of belonging. A feeling of belonging is key to driving attendance.</p>																												
6	<p>There is a high level of SEN at Wisewood, many of whom are also disadvantaged. The number of EHCPs show a larger than average proportion of children with complex additional needs 17.9% Wisewood with 22% on the SEN register.</p>																												
7	<p>Work with outside agencies, staff voice, and number of children accessing additional pastoral support show that there is an increase in children needing support with developing positive mental health and wellbeing. This means that children are not always ready to learn when arriving at school.</p>																												

Intended outcomes

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

Intended outcome	Success criteria
Challenge 1: Outcomes	<ul style="list-style-type: none"> ✓ The gap between PP and non-PP within combined Reading, Writing and Maths outcomes at the end of year 6 has reduced. ✓ The gap for Writing and Spag outcomes for year 6 have narrowed. ✓ The gap between PP and non pp children at Wisewood achieving maths greater depth at the end of year 6 has narrowed ✓ MTC average score gap between PP and non-PP children has reduced. ✓ GLD outcomes particularly in literacy are narrowed between PP and non-pp
Challenge 2: Equity of access to excellent teaching	<ul style="list-style-type: none"> ✓ Steplab evidence shows that 100% of teachers are using the strategies, shared through cpd, from the T&L toolkit in particular new staff have implemented the school approaches. ✓ 100% of teachers have elements of dual coding within their practice. ✓ Monitoring evidence highlights that teachers are checking for understanding in all lessons ✓ PEDTech strategy has been implemented across the school with all teachers using iPads confidently as a teaching tool.
Challenge 3: Literacy (reading, writing, oracy)	<ul style="list-style-type: none"> ✓ The gap for Writing and Spag outcomes for year 6 have narrowed. ✓ GLD outcomes particularly in literacy are narrowed between PP and non-pp
Challenge 4: Attendance	<ul style="list-style-type: none"> ✓ Attendance across school will be inline with the ABIE expectations. ✓ PP attendance will improve from last year. ✓ The attendance gap between PP and non-PP will close further ✓ There will be a reduction in persistently absent pupils from last years.
Challenge 5: Powerful Moments	<ul style="list-style-type: none"> ✓ Tracking data indicating number/proportion of PP pupils participating in cultural capital / extra-curricular / enrichment activities ✓ 100% of PP pupils participate in cultural capital/extra curriculum/enrichment activities ✓ Student voice from PP pupils indicating positive response to opportunities ✓ SEND/PP children are over-represented in after-school clubs and activities ✓ Powerful moments and Southey Super 6 are planned into the calendar across school
PP and SEN outcomes	<ul style="list-style-type: none"> ✓ Reduce PP gap between PP and non-PP by at least 50%
Support for children with SEMH needs	<ul style="list-style-type: none"> ✓ Fewer behaviour incidents of individuals with SEMH ✓ Appropriate provision in place to support SEMH needs across the school

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,755.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diagnostic assessment:</p> <ul style="list-style-type: none"> ✓ Alignment of assessment and standardised testing – Create and Implement Trust Primary Guidance for assessment ✓ Insight support with Data Analysis and platform ✓ RSL conferences undertaken termly with Raising standards leads. 	<p>Diagnostic Assessment Tool.pdf</p>	<p>1,2,3</p>
<p>Leadership capacity allocated to driving equity of access to excellent teaching:</p> <ul style="list-style-type: none"> ✓ School visits from Chief of Learning to support monitoring of T&L ✓ School support visits from Directors with school specific focus: <ul style="list-style-type: none"> ○ Director of SEN ○ Director of Maths and PP lead ○ Director of Reading ✓ Executive Headteacher strategic support ✓ Chief of QA visits – Health check / safeguarding / progress board 	<p>Effective Professional Development EEF</p>	
<p>Implement teaching and learning platform/resources to support teacher development:</p> <ul style="list-style-type: none"> ✓ Access to WalkThru for personalised CPD to school priority and personalised next steps. ✓ Pulse checker implemented as 'typicality monitoring tool' ✓ Implementation of Pocket Ped sessions. ✓ Implementation of Steplab – CPD support, network meetings, Trust support 	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	
<p>Transition to PedTech to support pedagogical approaches:</p> <ul style="list-style-type: none"> ✓ Purchase of iPads for all teachers and pupils. ✓ CPD for Digital Leader representative ✓ Trust CPD events and support from Showbie team ✓ Showbie accounts purchased and disseminated to support dual coding/modelling etc 	<p>EdTech interventions for disadvantaged pupils EEF</p> <p>EEF Digital Technology Summary of Recommendations.pdf</p>	
<p>Ark maths – continue to embed Ark Programme across school</p> <ul style="list-style-type: none"> ✓ Engage with Ark consultant. ✓ Purchase maths resources for ARK programme and delivery. ✓ Monitoring of the Ark implementation across school with feedback to teachers 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</p> <p>The Ark programme comes with a range of evidence showing between 1-3months additional progress (various studies). Deeping pupils</p>	

	<p>conceptual understanding, improving teacher pedagogy and developing language remain our priorities and the programme's "Dimensions of depth" and CPD videos support these aims perfectly.</p> <p>We are currently in the second year of our "mastery approach" journey and look forward to developing further.</p>	
<p>Collaboration with the maths hub (NCETM)</p> <ul style="list-style-type: none"> ✓ The maths lead, and teachers, will take part in TRGs and look to implement 'mastery' practice across school. ✓ Access aspects of the Maths Hub when working as part of the "Y5-8 Transition Project" 	<p>Alongside the introduction of Ark, we are looking to continue our journey with the Maths Hub and NCETM. There being a plethora of evidence that the NCETM and Maths Hubs are successful across the country.</p>	
<p>Leadership support in classrooms, coaching teachers.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. 'Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment'. This strategy continues from previous years and feedback from staff is that they feel supported and it benefits their teaching practice.</p>	

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

Budgeted cost: £23,648.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Intervention support from Trust Directors, commissioned at Progress Boards, e.g:</p> <ul style="list-style-type: none"> ✓ GDS Writing group ✓ SATs booster groups Y6 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	
<p>Breakfast Clubs / Booster for Y6 pupils</p>	<p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p><i>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost</i></p>	6, 1

	<p><i>their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Speech and Language interventions	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.'</i></p>	
Times table boosters for Year 4 children	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>"Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support." Our times tables interventions follow this method and have resulted in consistently good MTC scores (above National) for the past three years.</p>	
Pupil passports for all SEND children	<p>All SEND children will have a "pupil passport" identifying their need, provision and giving them an opportunity to have pupil voice. This will aid with the monitoring of provision and help provide clarity to those working with the children.</p>	

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

Budgeted cost: £8,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership capacity allocated to support with graduated response to behaviour and attendance:</p> <ul style="list-style-type: none"> ✓ Chief of inclusion school support ✓ Director of SEN support ✓ Trust primary sharing panel introduced 	<p>EEF behaviour guidance (2022) – leadership support is critical in establishing consistent and effective behaviour systems. Strong senior leadership oversight ensures that policies are applied fairly and consistently, which reduces exclusions and suspensions.</p> <p>A graduated approach (tiered interventions) is highlighted as more effective than a one-size-fits-all approach, particularly for disadvantaged pupils, as it allows early identification and targeted support before incidents escalate.</p>	

	Ofsted have also found that schools with dedicated leadership roles overseeing behaviour and inclusion, see improved attendance, reduced suspensions and better engagement.	
<p>Access to Attendance platforms to support identification of children and analysis of attendance data:</p> <ul style="list-style-type: none"> ✓ A-Star attendance purchased and implemented ✓ SOL attendance purchased and implemented ✓ CPD opportunities and Networking as part of Trust centralised offer. 	Access to attendance platforms enables early identification and analysis of pupil attendance patterns. Research from EEF and DfE shows that data-driven monitoring supports targeted interventions, reduces persistent absence and narrows attendance gaps for disadvantaged pupils. Combining digital monitoring with trained staff will allow us to be in the best position to improve attendance and close the PP gap.	
<p>Additional opportunities/support commissioned by the Trust for wider opportunities</p> <ul style="list-style-type: none"> ✓ School support from Director of belonging ✓ Experiences commissioned by Trust to schools to enhance the school level wider opportunities offer. <ul style="list-style-type: none"> ○ Beyond the 4 walls ○ Residential visits ○ Outward Bound 	<p>Supporting off-site activities and visits is particularly beneficial for Pupil Premium (PP) children because it provides experiences they may not otherwise access, helping to close gaps in opportunity and engagement.</p> <p>Research shows that educational visits broaden horizons for disadvantaged pupils, giving them exposure to cultural, social, and outdoor experiences that are often limited in their home environments. These trips contribute to a broad and balanced curriculum, fostering teamwork, decision-making, and confidence through shared experiences. They also have a positive impact on attendance and motivation, with evidence suggesting that pupils are more engaged in school when they see learning connected to real-world contexts. For PP children, who may face barriers to participation, subsidising transport and costs ensures inclusivity and equity, allowing them to benefit from the same developmental opportunities as their peers.</p>	
<p>SEN resources / support:</p> <ul style="list-style-type: none"> ✓ Evaluate my school analysis and review of school and Trust level provision ✓ Provision Map purchased and implemented ✓ Clicker access for children ✓ Step Forward psychology sessions ✓ Fusion support ✓ Let's verbalise 	The school's commitment to strengthening SEN provision is evident through a comprehensive analysis and review at both school and Trust level, ensuring that support is strategically aligned with pupil needs. The implementation of the Provision Map enables staff to track interventions and measure impact effectively, while access to Clicker software empowers children with literacy difficulties to engage more confidently in learning. Step Forward psychology sessions provide targeted emotional and behavioural support, complementing Fusion's specialist input to address complex needs. In addition, the Let's Verbalise programme enhances speech and language development, giving pupils vital communication skills. Together, these resources create a robust, multi-layered framework that promotes inclusion, accelerates progress, and nurtures the wellbeing of SEN learners.	
<ul style="list-style-type: none"> ✓ Breakfast club for the nest 		

<p>Access to Wider opportunities to ensure there is a sense of belonging.</p> <ul style="list-style-type: none"> ✓ Access to subsidised trips ✓ Access to free breakfast club ✓ SATs breakfasts for Y6 pupils 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</p>	
<p>EWO support to assist leaders to work with families.</p> <ul style="list-style-type: none"> ✓ Daily welfare checks for children not attending ✓ EWO collections for children not in school – pick up 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	
<p>Implementation of the provision space for SEMH support when needed.</p> <ul style="list-style-type: none"> ✓ Kit out intervention space for SEMH support. ✓ Cover staffing time for interventions. 		

Total budgeted cost: £100,099.40

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.