



# Pupil premium strategy statement

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	Wilton CE Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024 Updated September 2025 Updated
Date on which it will be reviewed	September 2025 September 2026 July 2027
Statement authorised by	Richard Boase
Pupil premium lead	Bev Davis
Governor / Trustee lead	Kenny Robertson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP £84,870 Service £5130 £90000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£90,000</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

At Wilton CE Primary school we want all children, no matter their background or home circumstances, to belong and achieve their full potential. This is in line with our vision statement – Everyone Belongs, Everyone Achieves.

At Wilton we will support all children to access the curriculum in order for them to make the most academic progress as well as supporting them to access extra curricula activities that they may not be able to afford. We are committed to supporting all children, including those who are not eligible for pupil premium funding, but face significant hardship.

This strategy supports our aims by providing for small group pre-teaching by known teaching staff as well as individual 1:1 sessions for those in need. There is a focus on ensuring that all staff are skilled teachers and are able to deliver first quality teaching.

Our priorities are:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Providing opportunities for children that they would not have the opportunity to do otherwise

## Challenges

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

Challenge number	Detail of challenge
1	Children who have a below average baseline when they enter the school.
2	Children showing a lack of oracy skills to build resilience and the ability to work cooperatively.
3	Children attending school regularly and parental engagement with this.
4	Lack of equity compared to non-disadvantaged pupils accessing extra curricula activities and trips
5	Lack emotional resilience to tackle new learning and thrive in school and at home.

## 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
To ensure that there is Quality First Teaching in all lessons to meet the needs of all learners.	100% of teaching will be good or better, as shown through learning walks, book looks and data.
To ensure disadvantaged children are making accelerated progress therefore narrowing the gap with non- disadvantaged children nationally.	Data will show that children who are in receipt of PPG’s progress will be in line or higher than those who are not receipt. This will be in line with their starting points.
To ensure that the children attend school regularly and to use devices to support those who are learning at home (remote learning or home learning)	Attendance for disadvantaged children will be in line with non-disadvantaged children. All disadvantaged children have access to devices to support their home learning .
Gaps in learning are filled so that no child is left behind.	All children meet expected age and stage related targets regardless of their start point
All children to have improved oracy skills	Skilled questioning by the teacher leads to a deeper understanding of the learning, knowledge and skills gained.

## 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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching CPD for all teachers including:</p> <ul style="list-style-type: none"> <li>- Making Every Primary Lesson Count: Six principles to support great teaching and learning</li> <li>-Bespoke training for staff</li> </ul>	<p>Mastery learning:</p> <p>Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content.</p> <p><a href="https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/">https://www.teachertoolkit.co.uk/2019/06/20/pupil-premium-interventions/</a></p> <p>Focus on deliberate strategies to improve Quality First Teaching</p>	<p>1</p>
<p>Voice 21</p>	<p>Training for teaching staff to enable improved oracy skills. Embedding a high-quality oracy education into classrooms is essential for helping students to gain social and emotional confidence. By fostering a classroom that values every voice and where students feel comfortable speaking in front of peers, engaging in exploratory talk, and fully engaging in discussions, we give students the opportunity to learn how to better form relationships, listen to and engage with other points of view, and learn how to express their needs.</p>	<p>2 and 5</p>

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

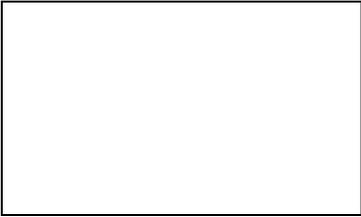
Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Led pre-teaching interventions	Progress: +4 months Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills	1 and 2
Teaching assistant Led pre-teaching interventions		1 and 2
Daily reading to an adult for children who are achieving less well.	The more that children the more language that they are exposed to and therefore able to use.	1
Voice 21	Training for teaching assistants to enable improved interactions between staff/children and children/children	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Paying for extra curricula activities and trips</i>	Children need to feel able to attend all clubs equally and must not be disadvantaged but the lack of funds.	4
<i>Pastoral support including ELSA and Thrive</i>	Progress: +4 months Targeting SEL of pupils aims to improve their interaction with others and their management of emotions rather than specifically academic goals. These can take the form of universal well-being programmes in the classroom, specialised programmes targeted at particular students or school-level approaches.	2 and 3
<i>Bridge Chaplain</i>	Targeted support for children with SEMH needs. Self-Esteem building for identifies children.	2 and 3
<i>Attendance officer</i>	The more children are in school the better their achievements.	4
<i>Family Support worker</i>	Progress: +3 months Involving parents in education benefits their children's academic outcomes. Encouraging	3
<i>Running of parental workshops</i>		



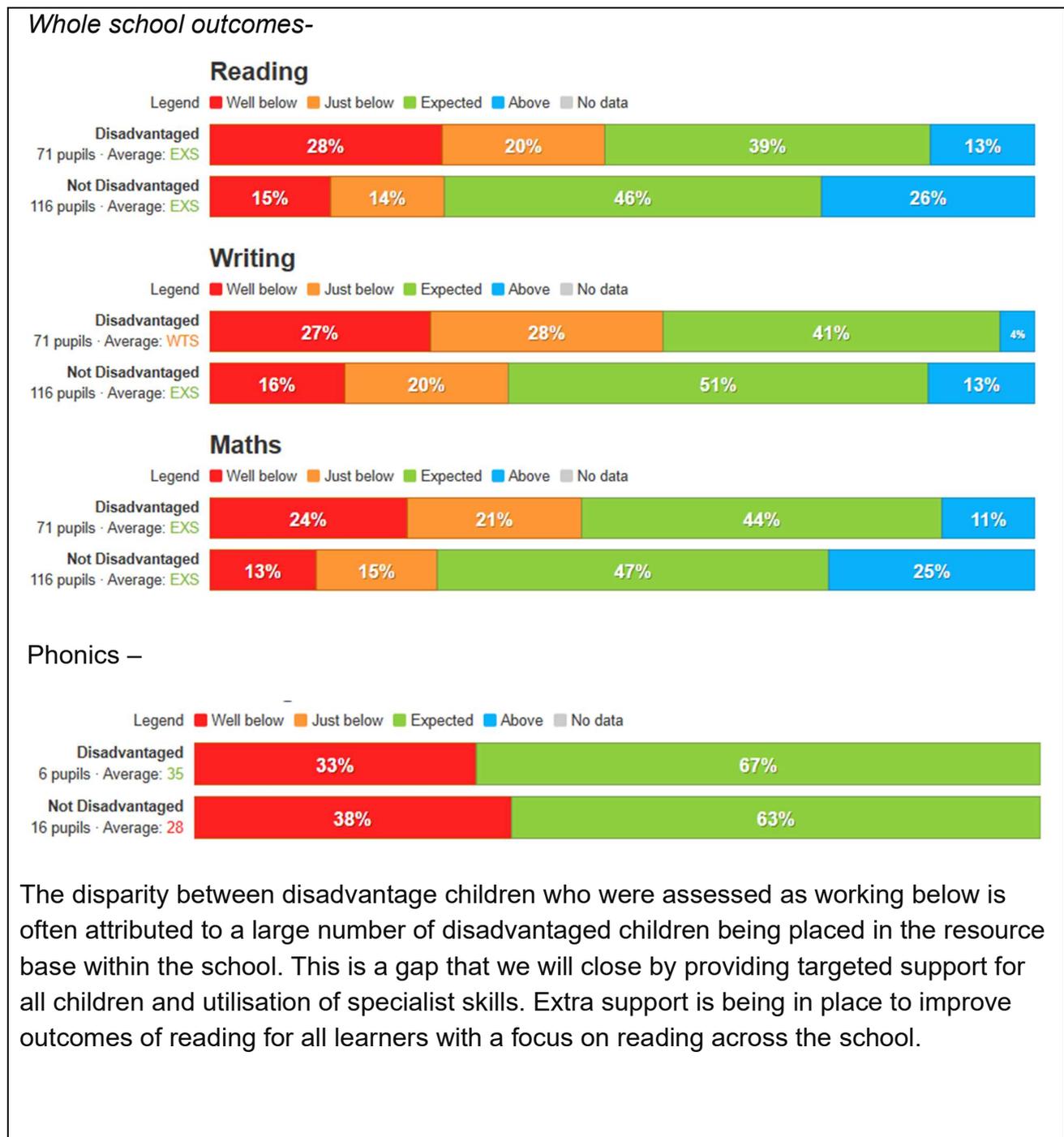
parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis.

**Total budgeted cost: £ 90,000**

# 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.



## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Thrive is used as a whole school approach to support behaviour and social/emotional wellbeing	Thrive Approach

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	Support for ELSA provision Small group and 1:1 intervention Use of Thrive
What was the impact of that spending on service pupil premium eligible pupils?	Children who's parent's were deployed or away from home for extended periods of times were supported and had a contact point within school. Children of service families emotionally supported throughout parents time away.