

Pupil premium strategy statement 2025-2028

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 and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name:	Wild Bank Primary School
Number of pupils in school:	118
Proportion (%) of pupil premium eligible pupils:	66%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Janet Wales
Pupil premium lead	Janet Wales
Governor / Trustee lead	Nicky Wise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99233
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99233

Part A: Pupil premium strategy plan

Current Attainment 2025/2026

Data	Disadvantaged	Non-disadvantaged	Overall
Attendance	93.6%	95.9%	94.2%
EY GLD data 11 children in total (46% PPG)	25%	87%	64%
Phonics data 14 children in total (53% PPG)	62%	85%	71%

KS2 Data (22 children in total: % - 14 PPG)

Combined			Reading			Writing			Maths			SPAG		
Overall	Dis	Non-dis	Overall	Dis	Non-dis	Overall	Dis	Non-dis	Overall	Dis	Non-dis	Overall	Dis	Non-dis
73%	50%	75%	91%	86%	100%	77%	71%	88%	86%	71%	100%	82%	71%	88%
Average score			Reading			Writing			Maths			SPAG		
			108.1	106.6	110.6				106.3	104.8	108.9	107.1	105.9	109.5

Challenges

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

Challenge number	Detail of challenge
1 ATTAINMENT & PROGRESS	Attainment data at the end of KS2 is now above the national average. Attainment data in EY and Phonics is on a par with the national average or slightly below. Changes in leadership, turnover of staff and historical decision-making had led to inconsistencies in provision. This is now much more stable and as a result, outcomes are showing significant improvement. This needs to continue.
2 SEND	There was a lack of clarity around the holistic understanding of the children and their needs in previous years. Work on relational inclusion, trauma-informed practice and relationships between peers, parents and staff has created a greater understanding of how children behave and learn. Further support has been given to staff on identifying need and how to support these children in school. Our school is an inclusive school with whole class practice evident. Whole School SEND have been involved in school support in the year 2025-2026 and have worked alongside the current SENDCo. We currently have a SENDCo from the Trust providing support in school as the current SENDCo is on long-term sick leave.
3 CULTURAL CAPITAL &	Many of the PP children have poor home environments, social care involvement and live in poverty. These influences include low standards of housing, a range of social factors and low confidence of parents. The wider life experiences and cultural awareness of some of the children are very limited, as is

WIDER EXPERIENCES	the ability to retain information and their vocabulary acquisition. Some parents have limited finances and rely predominantly on trips and visitors in school to extend their children's experiences. Therefore, children do not have many positive experiences to draw upon. This impacts on their wider attainment including attainment and progress.
4 ATTENDANCE & PUNCTUALITY	Some PP families have punctuality/ low attendance rates and miss out on valuable learning. The % of this last year was less than overall attendance. Overall attendance stood at 94.2%; PP attendance was 93.6%
5 PASTORAL	Some PP children have other influences such as SEMH/SEN/Safeguarding issues. 58% of our PP have SEN. These combine to have a major impact on learning. (Taken from September 2026 figures – PP children in school)

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
1.	For the attendance of PP children to be no lower than the attendance for non-PP children. For attendance to be comparable to national attendance (96%).	Reminders of the need for good attendance will be regularly sent to parents. Attendance Officer will promptly call families who have an absent child without notification A cause for concern list will be used by the pastoral team of children we know who have historic attendance concerns and family support workers will complete home visits for these children Extremely poor attendance (below 90%) will be challenged with communication (in the form of an email sent through Arbor initially, then conversations/meeting with the Attendance Officer, EWO and HT as necessary) Attendance Improvement Plans will be written alongside parents/carers to improve the punctuality and attendance of identified child/ren. Penalty notices will be issued where necessary Prosecutions will be issued where necessary
2.	To increase the number of PP children at KS1 & KS2 who obtain expected in Maths, Reading and Writing To improve memory and retention of skills and knowledge by the use of repetition/focus on vocabulary To reduce the gap in attainment between PP and non-PP children.	Gaps will continue to close in progress and attainment made between PP and Non-PP Interventions will be used to close the attainment gap in writing, GPS, reading and maths PP children will achieve in line with their peers and make at least expected progress The % of disadvantaged pupils achieving GLD in Literacy and Maths is at least in line with all other areas Standardised tests will be initiated each term for all children. These will be used to identify gaps which in turn will inform teaching, learning and intervention and. Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, writing, and mental and written arithmetic. Class teachers and teaching assistants are aware of the children in receipt of Pupil Premium in their class and will support learning effectively and live interventions will promptly address learning gaps and misconceptions. These children in Y6 will also be identified for Booster classes and those not attending will be identified for interventions within school time.
3.	Use relational inclusion, zones of regulation and trauma-informed practice to support those children with SEMH needs and those with significant ACEs (Adverse Childhood Experiences) To further support the PP children who also have SEN	PP children receive the support they need and teachers are able to use strategies/advice from reports to support the children in their classes effectively to obtain the best outcomes possible.

	needs through external agencies such as: SEMH support, CAMHS, Educational Psychologists and CLASS support. This will have the intention of reducing the amount of suspensions, incidents recorded and disruptive behaviour in school	Key identified children with SEMH are supported in the classroom with trained staff using proven strategies such as the Zones of Regulation and relational inclusion. Suspensions and incidents are reduced. Behaviour policy will continue to be followed and reiteration of this policy will be regularly shared with parents, staff and children.
4.	To improve the attainment of SEN PP children at KS1 and KS2.	PP+ SEN pupils achieving expected at the end of KS2 in reading and writing is equal to or above National PP SEN figures. PP+ SEN pupils progress at the end of KS2 in reading and writing is equal to or above National PP SEN Progress figures. SENDCo support increases children with EHCPs and the support they receive within school is appropriate and leads to improved outcomes for these children.
5.	To continue to improve oral and expressive language skills for pupils eligible for PP in Nursery, Reception and KS1 Progress recorded and entry and exit data.	Children with low oracy skills or who have difficulties understanding language will make good progress. Successful use of Well-Comm scheme both for assessment of children's needs and interventions throughout the year in Nursery and Reception.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in Reading, Writing and Maths to ensure high quality first teaching within classrooms including hotspotting, pre and post teach sessions including feedback Interventions used effectively to support those children whose gaps have been identified	EEF research into specific training needed to promote further development into staffing expertise NCETM training – Maths Mastering number training Rekenrek training for LKS2 Training on planning and delivering English lessons – some peer to peer support 5 a day plate training for inclusion from the EEF	2/3/4/5
Support for children who struggle to manage in school due to ACEs and significant SEMH needs. This will include: - CPD for relational inclusion for ALL staff in school - CPD (INSET day) from Harriet Williams re Zones of Regulation and strategies to support those children with	Relational Inclusion programme and regular revisiting of this Zones of Regulation training Pastoral Lead support Mental Health Practitioner support for some identified children and their families (from September 2026) Play therapy weekly for 5 identified children (Ray of Light Therapy)	3 and 4

significant ACEs in school to ensure full access to the curriculum for all		
Subsidising of costs of 25% of TAs in school to support in class – Phonics/Writing/Reading/Maths etc		2/4/5
Introduction and continued use of the WellComm strategy	DfE recommended programme of support for EY	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 intensive Phonic support	EEF/ proven intervention at school in the past has shown huge improvements in children's knowledge of Phonics (First Class) The repetitive nature of the programme ensures accuracy.	2/3
Play therapy for groups of children and individuals with significant ACEs and SEMH needs	Research from EEF	3
Interventions for those children with EHCPs or recognised as PPG and on the SEND register	Research for the EEF	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of after school clubs available for pupils, run by school staff. TAs additional hours	Enrichment activities/health and wellbeing	All
Provision of trips (coaches) and the Y6 residential subsidised	Enrichment activities/wellbeing/experiences	All
Pupil rewards for exciting activities to engage children in school and encourage improved attendance	Enrichment activities/wellbeing/experiences	All
Breakfast Club (staff and food) for disadvantaged pupils to encourage attendance and punctuality.	EEF – Teaching and Learning Toolkit: Parental Engagement = + 4 Months. DfE's "Improving school attendance" advice.	1

Pastoral Lead directed to focus on attendance as part of role engage with parents/carers: First day absence phone calls; weekly analysis of data, identification of 'at risk' pupils / families; support for pupils; support and challenge for target families; short term crisis support for families; development of Attendance Improvement Plans Attendance Lead to issue penalty notices, attendance improvement plans etc. Purchase rewards for attendance, punctuality, positive learning behaviours and demonstrating our school values.		
Tameside EWO (Adele Gaunt) to make fortnightly register checks in person with pastoral lead and the head, hold meetings with parents. EWO to support register checks, attendance improvement plans, evidence trail and paperwork for prosecutions	As above	1

Total budgeted cost: £98,900

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

Programme	Provider
WellComm	GL Assessment
Zones of Regulation CPD & consultation	Harriet Williams
Times Tables Rockstars (TTRS)	TTRS
Century	Century
Reading Plus	Dreambox
Lexia	Lexia
EWO	Tameside LA SLA