

Pupil premium strategy statement – Welford and Wickham Primary School

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Joanna Lagares, Executive Headteacher
Pupil premium lead	Joanna Lagares, Executive Headteacher
Governor lead	Karen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£15,150

Part A: Pupil premium strategy plan

Statement of intent

At Welford and Wickham School, the foundations of learning and well-being are based on our visions and values. We strive for all our disadvantaged pupils to make the progress needed to be the best they can be, meet age related expectations and prepare them for education beyond primary school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We place huge importance on pastoral and mental health support as we understand that children who are not feeling safe and happy will not achieve their full potential. The attendance of these pupils is also vital and we use funding to support whole families within our school community.

We understand the potential barriers faced by pupils and we continually adapted our practice to ensure we address these; including adapting our curriculum offer. We ensure that:

We use evidence-based approaches and measure progress using a range of methods. We primarily use the Education Endowment Foundation (EEF) for as the evidence base to inform our choice of interventions. The EEF is an independent charity that supports schools, colleges, and early years settings to improve teaching and learning through better use of evidence in order to break the link between family income and educational achievement.

All staff are aware of the approaches we use and take responsibility for outcomes.

All staff have high expectations for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and weaker communication skills among many disadvantaged pupils from Reception through to KS2. This impacts confidence, emotional expression and access to the curriculum.
2	Weak spelling, writing and reading skills are evident among many disadvantaged pupils from Reception through to KS2. Limited reading at

Challenge number	Detail of challenge
	home and reduced language exposure contribute to lower attainment and confidence in written work.
3	Some disadvantaged pupils experience social, emotional and behavioural difficulties which affect engagement with learning, relationships with peers, and readiness to learn in the classroom.
4	A number of disadvantaged pupils face wider family and contextual challenges, including economic hardship and inconsistent routines, which can impact wellbeing, attendance, and engagement with learning both 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
1. Improved emotional wellbeing and self-regulation among disadvantaged pupils.	Pupils demonstrate increased ability to manage emotions, use regulation strategies and seek support appropriately. Behaviour incidents and disruptions to learning reduce over time. Pupil voice and staff observations reflect improved confidence and emotional resilience.
2. Increased engagement with learning and improved classroom behaviour.	Disadvantaged pupils show improved focus, participation and readiness to learn in class. There is a reduction in behaviour-related incidents and improved consistency in routines, expectations and responses to challenge.
3. Improved access to learning for disadvantaged pupils with additional needs.	Pupils receive targeted, tailored support that enables them to access the curriculum more successfully. Teachers report improved independence, engagement and progress for pupils receiving in-class and nurture support.
4. Stronger relationships between school and families of disadvantaged pupils.	Families engage more positively with school support, communication and intervention. There is increased trust, improved attendance at meetings, and greater consistency in home–school routines and expectations.
5. Improved wellbeing, attendance and readiness to learn for disadvantaged pupils.	Pupils attend more regularly, feel safe and supported in school, and demonstrate improved readiness to learn through calmer transitions, improved routines and better engagement in the school day.

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.

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

Budgeted cost: £9,224 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted in-class academic support delivered by a specialist teaching assistant to help disadvantaged pupils access learning, particularly in literacy and core subjects.	The EEF identifies targeted support and high-quality adult interaction as effective in improving engagement, confidence and progress, especially for pupils with additional needs. Consistent support helps remove barriers to learning and promotes independence.	1, 2, 3
Small-group and individual academic interventions linked to classroom learning.	Structured, targeted interventions help close gaps in reading, writing and core skills, particularly when aligned with classroom teaching and delivered by trained staff.	1, 2
Support for pupils with additional learning needs to access the curriculum successfully.	Pupils with SEND benefit from tailored, personalised approaches that address both academic and emotional barriers to learning.	3, 4

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

Budgeted cost: £5,962 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Emotional Literacy Support Assistant (ELSA) sessions to support emotional regulation, wellbeing and self-esteem.	The EEF and NHS highlight the importance of emotional wellbeing in supporting learning. ELSA interventions help pupils develop emotional vocabulary, regulation strategies and resilience.	1, 3, 4
Operation of the Rainbow Nurture Hub to provide a safe, structured space for pupils to regulate, reflect and re-engage with learning.	Nurture provision supports pupils' social and emotional development, improves behaviour and promotes positive engagement with school.	3, 4
Family Support Worker (FSW) engagement with families to strengthen home–school relationships and improve consistency in routines and expectations.	Strong parental engagement is linked to improved attendance, behaviour and pupil outcomes. Targeted family support helps address contextual barriers to learning.	4
Pastoral support to promote positive behaviour, attendance and readiness to learn.	Consistent pastoral care improves pupils' sense of safety, belonging and emotional stability, leading to improved engagement and reduced behavioural incidents.	3, 4
Support for wellbeing and basic needs where required to ensure pupils are ready to learn.	Meeting pupils' basic needs supports concentration, emotional security and engagement with learning.	4

Total budgeted cost

£15,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, disadvantaged pupils at Welford faced a range of significant and complex barriers to learning. A higher proportion of these pupils had additional learning needs, social and emotional vulnerabilities, and behavioural difficulties, which impacted both engagement with learning and academic progress.

Many disadvantaged pupils required increased pastoral and behavioural support, and a number experienced suspensions during the year. As a result, time spent out of class and difficulties with emotional regulation affected consistency in learning and access to the curriculum.

Academic outcomes for disadvantaged pupils were variable. While some pupils made progress, a number did not meet expected progress in reading, writing and mathematics. This was often linked to additional needs, emotional and behavioural challenges, and inconsistent engagement with learning.

At the time, targeted nurture provision was not yet fully established. Although support was in place through pastoral and in-class interventions, the school identified the need for a more structured, consistent approach to emotional wellbeing, regulation and family support.

Engagement with some families was also inconsistent, and wider contextual challenges continued to impact attendance, routines and readiness to learn for some pupils.

Key learning from the review

- Disadvantaged pupils required more structured emotional and behavioural support to enable consistent access to learning.
- A dedicated nurture provision was needed to support regulation, reflection and reintegration into class.
- Stronger family support and communication were essential to improve consistency, routines and engagement.
- Academic interventions needed to be closely linked with pupils' emotional wellbeing and additional needs.

Response and next steps

In response to this review, the school introduced the Rainbow Nurture Hub in September 2025, alongside enhanced ELSA provision, family support work and targeted in-class

support. This holistic approach aims to improve emotional wellbeing, behaviour, engagement with learning and access to the curriculum for disadvantaged pupils.

The current strategy focuses on early intervention, relational support, and consistent nurture, ensuring that pupils feel safe, supported and ready to learn, alongside receiving the academic support they need to make progress.