

## Pupil premium strategy statement – Wingate Primary School

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	348
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025/26 – 2026/27 – 2027/28
Date this statement was published	27/11/2025
Date on which it will be reviewed	27/11/2026
Statement authorised by	Marie-Louise Binks
Pupil premium lead	A Mullen
Governor / Trustee lead	R. Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£206,040

# Part A: Pupil premium strategy plan

## Statement of intent

At Wingate Primary School we aim to provide a broad, balanced and enriched curriculum which engages our children and is tailored to their needs. We teach and promote basic skills from the very beginning and will support children to do the very best that they can.

We will endeavour to use high quality resources and provide first hand experiences and opportunities through their time with us. We use GEM powers and adopt a rights based approach at all times to support learning behaviours. Pupil Voice and emotional wellbeing will focus on developing children's resilience, independence, confidence and collaboration skills.

Through this strategy, barriers to engagement and equality should be removed and children should benefit to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	Reading and maths skills of children entering school are well below those expected of children of their age.
2	Children join the school with skills which are well below expected levels for their age for speech, language and communication which make it difficult for those pupils to regulate emotions and engage in the curriculum.
3	Attendance is below national expectations and persistent absence and lateness are of particular concern.
4	High levels of poverty within the catchment area.
5	Opportunities for enriching life experiences is limited for many children outside of school.
6	Parent/carer's and children's social, emotional and mental health issues as well as lack of confidence to engage with school.
7	Children's ability to regulate their emotions and negotiate with each other.

## 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 close the gap in reading attainment between PP and non-PP recipients. (56.5% of PP children ARE compared to 67.6% non PP children)	Gap in attainment reduced between those in receipt of PP and those who are not
To improve the written skills of those children in receipt of pupil premium. (41.7% of PP children ARE compared to 60.1% non PP children)	Attainment in KS2 should show comparable data to those not in receipt of PP
To improve attainment in maths across school with a focus on fluency and oracy (51.9% of PP children ARE compared to 64.8% non PP children)	Maths fluency to show data closer to national average with respect to Y4 TT Check. Oracy to reflect growing confidence in discussing maths, particularly girls.
To improve attendance and punctuality (Last academic year shows PP eligible children with average attendance of 92.1%. Non PP eligible average attendance 94.5%)	Whole school attendance to be closer to national data. Steps made to reduce number of persistent absences.
To raise levels of parental and child emotional wellbeing	Numbers of children engaging in school wellbeing programmes such as listening matters as well as parental engagement in suggested school courses and school events.

## 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: £65,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Specialist in post, partly funded by Goldsmiths Company. All relevant staff will receive training and follow up support to allow them to deliver/ embed	Improved Y4 TT results over previous two years. New maths curriculum and planning in place for all year groups. Maths cafes held for each year group at the beginning of the year.	1, 2, 6

the Maths for Mastery curriculum.	<p><b>Mastery = +5 months progress (EEF)</b></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
Voice 21 Project introduced across school.	<p>Confidence in speak and articulating ideas identified across curriculum by subject leads. English lead and EYFS lead to take part in training and disseminate to staff. Key year group support staff to access training in order to implement interventions to targeted groups of children.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Oral Language Interventions = + 6 months additional progress (EEF)</b></p>	1, 2, 7
Embedding of reading schemes.	<p>Reading Plus allocated to Y5 and Y6. Y4 to access in summer term. Bug club programme used in all other year groups with guided reading group sessions at least once a week.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><b>Phonics= +5 months progress (EEF)</b></p>	1
Nurture provision mornings for targeted groups and nurture groups for specific groups on afternoons.	<p>Regular timetabled opportunities for children to engage with confidence in small groups and transfer this back into class. Raised self-esteem of those children involved.</p>	1, 2, 4, 6, 7

	<p>Additional sessions in Lego Therapy, Socially Speaking and Zones of Regulation.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Social &amp; Emotional Learning= +4 months progress (EEF)</p>	
Timetable of enrichment activities.	Year group timetable of activities (trips, visitors, experiences) created to schedule termly opportunities afforded to each year group to enrich learning in a range of curriculum areas.	5
Attendance Lead in place 4 days per week.	<p>Regular meetings between attendance lead and attendance champion.</p> <p>Attendance spreadsheet completed every 3 weeks to monitor persistent absences and required actions.</p> <p>Attendance meetings with parent/carers scheduled throughout the year. Late gates held each half term.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	3

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

Budgeted cost: £64,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home reading support to enable parents/carers to increase involvement with pupil readings through bug club and phonics bug	<p>Access to reading at home through physical and virtual resources.</p> <p>Progress monitored from reception to Y6. Scheme matches phonics scheme used in school.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+7 months).</p>	1

	Alongside phonics this is a crucial part of early reading instruction.	
Continued use of Reading Plus	<p>Package used in school to great success previously. Data monitored by English lead.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p>	1
Additional reading sessions.	<p>Scheduled reading at beginning of school day and after lunch break with Breakfast club and lunchtime supervisors using allocated bug club resources.</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p>Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction.</p>	1
Teaching Assistant targeted interventions with focus on catch up phonics, reading, basic writing skills and maths fluency.	<p>Small group intervention for maths, reading and writing each day using bug club, maths hub, mastering the number etc...</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
Pastoral support for children and families.	<p>1:1 support for children via lego therapy, listening matters, bereavement, nurture etc...</p> <p>1:1 support for parent/carers with referrals to external agencies</p> <p><a href="#">Parental engagement   EEF</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p>	6, 7

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

Budgeted cost: £75,822

Activity	Evidence that supports this approach	Challenge number(s) addressed
Brian Honour sports skills during and after school	<p>Increased hours of provision inside and outside of school day to improve engagement and experiences.</p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p><a href="#">Physical activity   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Physical Activity - additional 2 months progress</b></p>	5
Circurama circus skills and provision	<p>Increased hours of provision inside and outside of school day to improve engagement and experiences.</p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p><a href="#">Physical activity   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Physical Activity - additional 2 months progress</b></p>	5
Breakfast and Teatime Club provision	<p>Poverty Proofing.</p> <p>Children's language, use and breadth of vocabulary through exposure to new experiences and literature.</p> <p>Pupil choice.</p> <p>Pupil Leadership meetings.</p> <p>Evidence from the Food Foundation (2023) indicates that food insecurity affects nearly one in five households with children, and research consistently links poor nutrition with reduced concentration, attendance, and attainment. By providing this practical support, we are reducing barriers to learning, improving readiness to learn, and promoting equity for our most disadvantaged pupils.</p>	2, 3, 4, 5
Cultural Capital experiences for each year group now planned into curriculum.	<p>Planning for all subjects and year groups reflects additional experiences. Updated at the beginning of the year to reflect changes in curriculum.</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of</p>	2, 4, 5

	<p>drama to develop engagement and oral language before a writing task.</p> <p><a href="#">Arts participation   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Arts Participation - additional 3 months progress</b></p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.</p> <p><a href="#">Physical activity   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Physical Activity - additional 2 months progress</b></p>	
<p>Attendance Lead to; Carry out home visits</p> <p>Make daily phone calls to absentees</p> <p>Monitor daily attendance</p> <p>Monitor 3 weekly cycle of attendance actions</p> <p>Conduct late gates at each site each half term.</p>	<p>Record of all actions taken by school noted.</p> <p>Attendance data noted and reported regularly informally and in more formal reports for Governors' meetings.</p> <p>Higher number of interventions and meetings.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Parental engagement   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Parental Engagement - additional 4 months progress</b></p>	3, 6
<p>Music provision across school</p>	<p>Engagement in whole class and small group music making including drumming, strings, ukulele, guitar, brass and steel pans.</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture.</p> <p><a href="#">Arts participation   EEF</a></p> <p><b>EEF Teaching and Learning Toolkit – Arts Participation - additional 3 months progress</b></p>	5, 6, 7

**Total budgeted cost: £ 206,040**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Academic Data

Below are some key indicators of how Pupil Premium children have performed in comparison to their peers in the previous academic year (2024-2025).

In KS2 SAT assessments for the academic year 2024/25 the percentage of Pupil Premium children achieving a passing score in Reading, Writing and Maths combined was 40% compared to 75% for those children not in receipt of Pupil Premium funding. In the academic year 2023/24 the figures were 43% Pupil Premium and 59% non Pupil Premium. The past three years of this data show an average of 42% Pupil Premium children achieving a passing score in Reading, Writing and Maths compared to 69% to those children not in receipt of Pupil Premium. This compares nationally to 45% Pupil Premium and 67% non Pupil Premium.

**The gap between Pupil Premium and non Pupil Premium girls is much closer and boys will be a major focus going forward.**

Multiplication Tables Check shows an average score of 19.5 for Pupil Premium Children compared to 22.5 for non Pupil Premium. In 2023/24 the data showed 18.4 Pupil Premium and 19.9 for non Pupil Premium.

**Data shows that over the past three years the average score has increased each time for Pupil Premium children, a clear sign that our evolving maths curriculum is having a positive impact.**

Phonics check shows pass rates of 60% for Pupil Premium children in school compared to 77% for non Pupil Premium children. In 2023/24 the figures were 74% Pupil Premium and 88% non Pupil Premium.

**Data shows the gap for boys has narrowed and girls attainment in phonics will be the focus going forward.**

Early Years GLD data shows 40% achievement for Pupil Premium and 65% for non Pupil Premium. In 2023/24 the data was 50% Pupil Premium and 64% for non Pupil Premium.

**This was affected by the increased number of SEN children within the cohort.**

#### Attendance Data

Overall average attendance for Pupil Premium children is 91.0%. Non Pupil Premium children's average attendance is 96.0%. In 2023/24 average attendance for Pupil Premium children was 90.9% compared to non Pupil Premium children's average attendance of 93.1% so a slight improvement.

**In 2023/24 more than half of the reasons for absence for Pupil Premium children was illness. This is a social issue dominated by high levels of deprivation across the community that the school will continue to support families with throughout their time in our school.**

## 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
Music Tuition	Durham Music Services and Music Box
Sports Coaching	Brian Honour
EYFS Gross Motor Skills	Circurama
Science Enrichment	Captain Chemistry
DT Enrichment	Sarah McCallister