Pupil Premium Strategy Statement

WEMBLEY PRIMARY SCHOOL

Wembley 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	815
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Annmarie Taylor-Kent Headteacher
Pupil premium lead	Annmarie Taylor-Kent
Governor lead	Angus Hislop

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£301,840
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*	£301,840

Part A: Pupil premium strategy plan

Statement of intent

Our strong intention is that **all** children at Wembley Primary School achieve highly and make good progress across all areas of the curriculum. There is a particular focus placed on our disadvantaged children to ensure that we mitigate against any barriers to achievement and diminish any attainment or progress differences between groups of children.
In addition, we understand the importance of supporting our children's health and well-being to ensure our children flourish.
We closely track all our children with the clear aim that all children succeed. We use a number of diagnostic summative assessments to identify gaps in learning and to provide analysis on individual needs. We are responsive to children's individual needs and do not make assumptions about the impact of disadvantage. We understand the importance of ensuring all children learn foundational knowledge.

We ensure that disadvantaged children are a high priority for all leaders and staff across the school. We ensure early identification of any barriers to learning and swiftly put in place provision. This provision is closely monitored to ensure agreed outcomes are achieved. There is flexibility in this provision to ensure that it continues to provide impact.

We recognise the importance of high quality, excellent teaching as key in raising pupil achievement. We are a school devoted to professional development. This is designed to meet the needs of our staff. This may take the form of twilight sessions, external professional development sessions and bespoke sessions. In addition, leaders across the school continuously support staff through coaching and mentoring to ensure high-quality teaching. High-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. We have a shared and clear language regarding the components of effective teaching and learning. These are based in research and are used to support our instructional coaching sessions.

We understand the importance of a High-Quality Curriculum. One that ensures a sequence of content necessary for children to make progress. A curriculum that will provide children with the knowledge they need for subsequent learning. The curriculum is regularly reviewed and refined to ensure that it continues to be fit for purpose for all children. We are committed to ensuring that we provide learning and opportunities that develop our children's cultural capital.

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 feedback from teaching staff indicate that disadvantaged children's attainment is lower than that of non-disadvantaged children-in some subjects in some year groups. **2026-2027-A focus will be writing particularly for boys**
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 in these areas: reading, writing, science and use of language stems. Some children have gaps in foundational knowledge.
3	EYFS baseline assessment indicates a significant number of pupils arrived at school with speech and language/communication needs and who are working below age-related expectations.
4	Children who are in receipt of pupil premium may also have other needs-SEND /EAL
5	Some children need support in relation to their social and emotional needs.
6	Attendance is below 90% for some children who are in receipt of Pupil Premium

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
Improved reading attainment among disadvantaged pupils. Progress in English	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above national data. Children make excellent progress and achieve targets To increase the number of pupil premium children achieving Greater Depth
Improved maths attainment for disadvantaged pupils at the end of KS2. Progress in Maths	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data. Children make excellent progress and achieve targets To increase the number of disadvantaged pupils at Greater Depth

All children learn the foundational knowledge by the end of Key Stage 1 that they will need later.	The knowledge that children need to learn is clearly identified. This learning is prioritised. Children have good foundational knowledge when moving from Key Stage 1 to Key Stage 2 Achieve above national for GLD Achieve above national for the phonics screening check.
To effectively support children with social and emotional needs	Children achieve highly Children able to self-regulate.
To ensure that the attendance of our disadvantaged pupils is not only above national data for that group but that it is in line with non-disadvantaged and above the national for all children	Children attend school regularly. Ensure attendance is above 95%

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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke CPD sessions & Coaching sessions to develop high-quality teaching. Professional Development is evidence based. This includes building knowledge, motivating staff, developing teaching techniques and embedding practice	**Education Endowment Foundation** **Effective Professional Development- Guidance Report** . *'There is evidence that it is the quality of teaching that can make the biggest difference to children's learning.'* *'Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes'*	1,2,3,4

Professional development aligns with the needs of the school and individuals. The Steplab platform to be used effectively to support instructional coaching		
Purchase of standardised assessments. Training for staff to ensure assessments are interpreted and administered correctly To extend the standardised tests to include assessments (Sandwell maths assessments/FFT Reading assessments) to identify any gaps in foundational knowledge	**The EEF Guide to the Pupil Premium- Autumn 2021** The Standardised Assessments are part of our actions/processes to ensure we gain a thorough knowledge of our pupils levels of attainment and identify gaps. **The EEF Guide to Pupil Premium- Autumn 2021**-Diagnosing your pupil's needs	1,2
Implementing the coaching model for staff development (CPD) to impact on effective provision. Leaders trained in coaching models-via Steplab-Instructional Coaching	**Education Endowment Foundation** **Effective Professional Development- Guidance Report** . *'There is evidence that it is the quality of teaching that can make the biggest difference to children's learning.'* *'Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes'*	1,2,3,4
Provision of a specialist member of staff to support identified children with regard to social, emotional and mental health /wellbeing To help children label and recognise emotions and to self manage/self regulate	**Improving Social and Emotional Learning in Primary School- Guidance Report EEF** *There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income*	5

To Train the learning mentor in effective strategies	**EEF Toolkit** Social and Emotional Learning- moderate impact for very low cost	
Provision of an additional Teacher for EYFS. To support in ensuring children gain foundational knowledge	Strong Foundations in the first years of school. Ofsted Gov.uk October 2024	3
CPD to develop staff understanding of foundational knowledge and implications for curriculum and pedagogical approaches	Strong Foundations in the first years of school. Ofsted Gov.Uk October 2024	1,2,3,4
To engage with the RADY (Raising the attainment of disadvantaged youngsters) -challenge education	In 2017, in a speech to the Birmingham Education Partnership, Her Majesty's Chief Inspector of Schools, Amanda Spielman, recognised the value Birmingham schools placed on their RADY project, saying: "That is why this conference … is so important – especially your project on Raising Attainment for Disadvantaged Young People [RADY], which I know is held in high regard" Schools have reported that the RADY approach has been viewed very positively by Ofsted inspectors as demonstrating a firm commitment to high expectations for disadvantaged children.	1

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

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Y6 English sessions targeted at disadvantaged pupils who require further support –to accelerate progress further. Writing conferencing included regularly as part of provision.	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. **EEF Toolkit** Reading Comprehension Strategies Small Group Tuition Moderate impact for Low cost **Improving Literacy in Key Stage 2- EEF** Recommendation 3-Teach reading comprehension strategies through modelling and supported practice **The EEF Guide to Pupil Premium-** Targeted Academic Support	1
Additional Y6 maths sessions targeted at disadvantaged pupils who require further support in maths arithmetic and application to problem-solving	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. **EEF Toolkit** Small Group Tuition Moderate impact for Low cost **The EEF Guide to Pupil Premium-** Targeted Academic Support **Maths Hub information/research** **EEF Improving Mathematics in KS2 and 3**	1
KS 2 reading sessions- Children to 'catch up' and 'keep up'	Based on diagnostic assessments with clear focus on gaps in learning. HLTAs working exclusively in the year group	1,2

	and therefore good communication with teachers and knowledge of the needs of the children. **The EEF Guide to Pupil Premium-** Targeted Academic Support	
Year 1 targeted RWM sessions by HLTA Developing- foundational knowledge	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. **The EEF Guide to Pupil Premium-** Targeted Academic Support **Improving Social and Emotional Learning in Primary School- Guidance Report EEF**	3,1,2
Clubs/Music	To ensure equity of access to clubs/music lessons through providing some at a reduced/no cost	5

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Social and Emotional teaching assistant	Both targeted interventions and universal approaches adopted **Improving Social and Emotional Learning in Primary School- Guidance Report EEF**	5

Attendance-Employment of a fulltime Attendance Officer. Resources /prizes for attendance To closely track Pupil Premium children and ensure that intervention is timely and effective.	To continue to embed the principles of good practice set out in the Dfe's Improving School Attendance & Toolkit. Working together to improve school attendance (publishing.service.gov.uk) Toolkit for schools: communicating with families to support attendance - GOV.UK (www.gov.uk)	
Clubs/Music	To ensure equity of access to clubs/music lessons through providing some at a reduced/no cost	5

Total budgeted cost: £305,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Good Level of Development -Reception

GLD	PP	All children
2024	64% (14)	72%
2025	65% (17)	73%
2026	100% (12)	81%

PHONICS Year 1

Year 1 Phonics Screening Check							
	2019 %	2021 %	2022 %	2023 %	2024 %	2025	2026
Percentage of children achieving 32+ points	92		89	93	66	75	93
National	82		75	79	80	80	
Disadvantaged	88		86	96	79	70	93
National Dis	84		80	67	68	67	

Multiplication Check Year 4

Average	2022	2023	2024	2025	2026
All	22.5	23	22.7	23	23.97
Nat	19.8	20.2	20.6	21	
Dis	19.7	21.5	22.8	21.6	23.9
Nat	17.9	18.3	18.9	19.3	

Year 6 End of Key Stage Data

		2023	2024	2025	2026
		Expected	**Expected**	**Expected**	**Expected**
RWM	**All**	70%	72 %	70%	63%
	PP	71%	64%	61%	62%
Reading	**All**	79%	78%	80%	73%
	PP	75%	52%	73%	**76%**
Writing	All	75%	78%	77%	73%
	PP	71%	59%	68%	**73%**
Maths	**All**	91%	84%	85%	85%
	PP	75%	62%	75%	**78%**
		Greater Depth %	**Greater Depth %**	**Greater Depth %**	**Greater Depth %**
RWM	All	16%	21 %	11%	12%
	PP	21%	7%	8%	7%
Reading	All	27%	35%	30%	34%
	PP	25%	28%	18%	27%
Writing	All	25%	26%	21%	14%
	PP	33%	10%	15%	**11%**
Maths	All	47%	49%	40%	37%
	PP	33%	27%	30%	**27%**

The Pupil Premium expenditure in the 2025-2026 academic year has demonstrated a positive and measurable impact on pupil attainment and progress across the school. The vast majority of disadvantaged pupils have met their targets, reflecting the effectiveness of our targeted interventions.

The Good Level of Development outcome for pupil premium children was significantly above all children and national data with 100% achieving the goold level of development at the end of Reception.

In Year 1 phonics screening, the gap between disadvantaged and non-disadvantaged pupils for 2024-2025 was minimal, with only a 5% difference. This aligns with a consistent trend of disadvantaged pupils performing in line with their peers. For 2025-2026 this gap closed.

At Key Stage 2, there have been improvements in the proportion of disadvantaged pupils achieving the expected national standards across all core subjects. Particularly in reading, we recorded our best results for disadvantaged pupils in the past seven years. Despite these gains, we recognise the need for continued focus the achievement of our pupil premium children.

Our Pupil Premium spending continues to be strategically aligned with robust educational research and evidence-based practises. This ensures that our resources are effectively directed towards closing gaps and supporting all pupils to achieve high academic outcomes

Attendance continues to be a focus

	July 2023	July 2024	July 2025	July 2026
Whole School	93.8%	94.8	94.3	94.7
Pupil Premium	92.4%	94.3	93	93.7

Difference	-1.4	-0.5	-1.3	-1.0