

# Pupil premium strategy statement: Wessex Gardens 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	239
Proportion (%) of pupil premium eligible pupils	34.8
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	23/04/26
Date on which it will be reviewed	September 2026
Statement authorised by	Alexander Banks
Pupil premium lead	Alexander Banks
Governor lead	Ruth Charteris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,200
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£121,200</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Wessex Gardens Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations and aspirations for all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

We recognise that not all disadvantaged pupils will be in receipt of the PPG and support will be allocated to any pupil or group the school identifies as being socially disadvantaged.

Pupils from disadvantaged backgrounds make up 31% of the whole school. We intend for all pupils to leave Wessex Gardens as confident individuals who are life-long learners, equipped to reach their full potential.

### **By the time our children leave Wessex Gardens they will:**

- have read widely and fluently, forming opinions on books and authors.
- solve mathematical problems fluently.
- gain a wider knowledge of the world around them.
- be emotionally literate.
- have experience to work collaboratively and develop team building skills.

### **To achieve this, we will:**

- Ensure all teaching is good or better.
- Provide additional teaching and learning opportunities through trained support staff.
- Ensure that all our work is aimed at accelerating progress, moving children to at least age-related expectations.
- Ensure that resources are to be used to target children on Free School Meals to achieve Age Related Expectations.
- Support payment for activities, educational visits and residential trips ensuring children have first-hand experiences to use in their learning in the classroom.
- Provide behavioural support.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills in EYFS
2	Low attainment in KS1 and Lower KS2 – phonics, reading, writing, maths
3	SEND (a number of pupils eligible for PP grant have varying SEND)
4	A number of our families have experienced significant economic hardship and are unable to provide the support their children need. This is not only restricted to those families eligible for the PPG.
5	A number of our families are in temporary accommodation that is cramped so difficult to provide quiet learning spaces. This is not only restricted to those families eligible for the PPG. This is linked to the schools very high mobility.
6	Restricted enrichment opportunities
7	Attendance & punctuality
8	Self-regulation and mental health

## 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 communication and language in the early years	Targeted children show improved language skills as shown in performance data
Improved English skills – reading and writing	Improved English attainment data
To improve the level of phonics across KS1 and Y3	Performance data shows improvement in phonics acquisition
High levels of EHCP children across the school make good progress to their individual targets	Individual assessment shows good progress towards targets
To increase attendance and punctuality rates	Rates of attendance and punctuality across the school are high
To engage parents into supporting their children's development and learning	Parents can identify new strategies for behaviour management at home and are able to use these with confidence

Improved progress and attainment across all key stages for PP children	Measured by teacher assessments, successful moderation practices (intra- and inter-school), as well as data in YR and Y6
children provided with more opportunities for wider learning experiences	Children gain more exposure to wider learning experiences which results in improved behaviour for learning and attainment
Improved wellbeing	Measured by teacher feedback and observations, behaviour records, pupil progress meetings, mental health lead feedback and parents/carers
Improved behaviour in class and readiness for learning for PP children	Measured by teacher feedback and observations, behaviour records and pupil progress meetings

## 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: £15,638**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher level teaching assistants funded to provide in class interventions	Assessment data	1
Support pupils with SEND through funding an assistant SENDCO 0.5 day per week	Children on the SEN register make good progress towards their targets	3

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

**Budgeted cost: £103,221**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the high need EHCP children through additional support that will add capacity to the team around the child	High need children are supported throughout the day to maximise their learning opportunities	3
<p>A range of interventions are delivered by teachers and teaching assistants across the school, which include:</p> <ul style="list-style-type: none"> <li>• small group phonics interventions in YR, KS1 and LKS2</li> <li>• Basic literacy and numeracy skills</li> <li>• SEN intervention</li> <li>• Year 6 booster groups</li> <li>• Wellbeing PSHE project intervention</li> <li>• Fine and gross motor skills intervention</li> </ul>	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1, 2, 3, 8

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

**Budgeted cost: £ 2,341**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Barnet EWO (Education Welfare Officer) service	impact on improving attendance	7
Educational visits, workshops and enrichment opportunities	Emphasis on providing rich and varied experiences that increase cultural capital has impact on overall attainment	6

Broaden PP children's interests by giving them the opportunity to experience activities they may not otherwise take part in; support for extra-curricular activities and trips		
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**Total budgeted cost: £ 121,200**

## Part B: Review of the previous academic year

All values are percentages	All Pupils	Pupils eligible for PP (14 children)	National non disadvantaged	National All pupils
% at expected + in reading	75	64	81	75
% at expected + in writing	87	86	78	72
% at expected + in maths	77	71	81	74
% at expected + in GPS	83	79	79	73
% at expected + in reading, writing and maths	63	57	69	62