

Pupil premium strategy statement – Wilnecote Junior Academy 2025/2026

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	302
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Kelly Williams and Governors
Pupil premium lead	Kerry Davies
Governor / Trustee lead	Anja Hartveld

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£80,560

Part A: Pupil premium strategy plan

Statement of intent

At Wilnecote Junior Academy we want all our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining.

We will consider the challenges faced by vulnerable pupils, including those that are open to agencies. We aim to support their needs, regardless of whether they are disadvantaged or not.

Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefitting every child in our school.

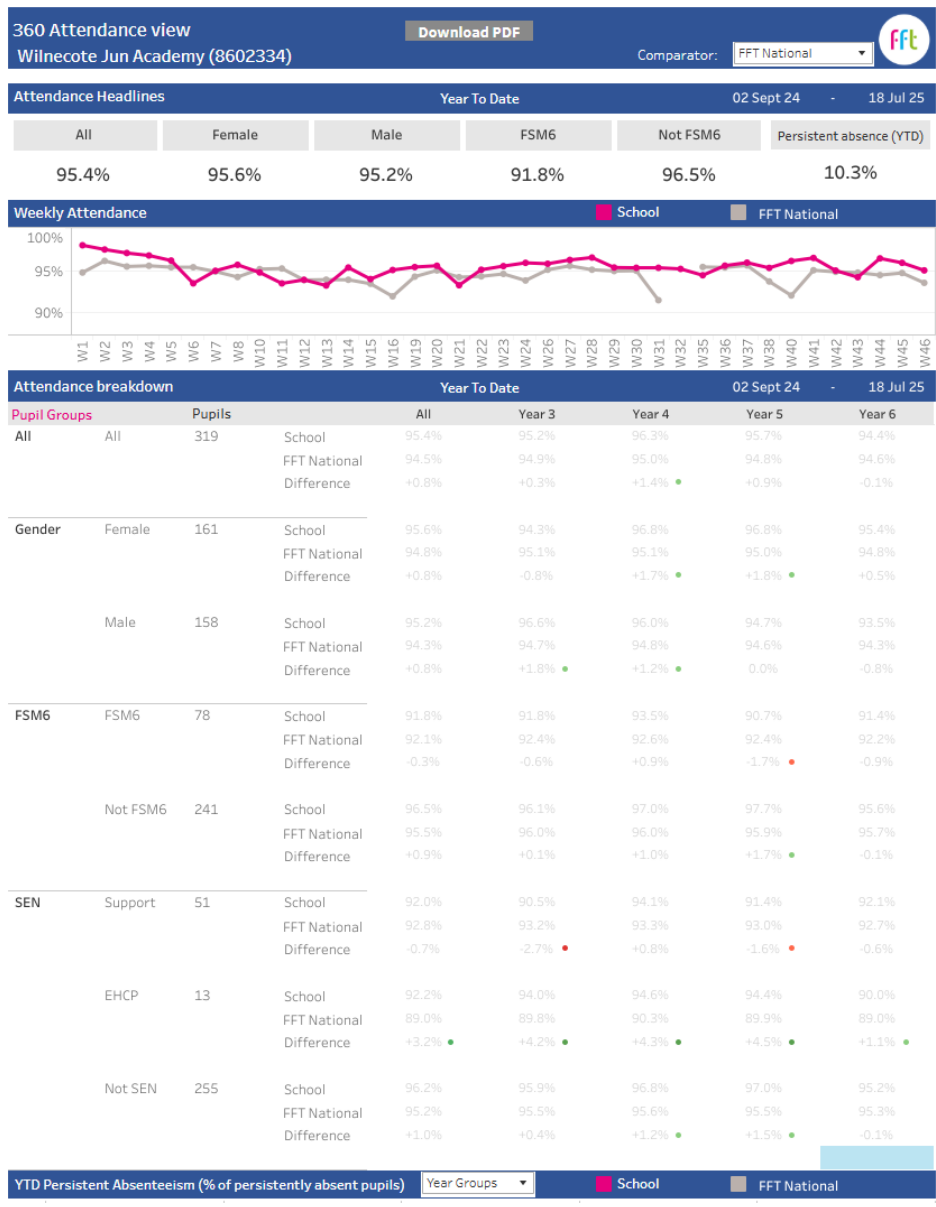
Our ethos is excellence for all, this is underpinned with a focus on developing positive emotional health and well-being for all our children – equipping children with the emotional skills for them to access the curriculum.

- High quality professional development for all staff is identified and implemented to ensure that quality first teaching is available to all children.
- Rigorous procedures are in place to ensure that progress is carefully tracked and therefore support can be implemented effectively.
- Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- We want all staff to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve, ensuring they are challenged in their work.

Challenges

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

Challenge number	Detail of challenge
1	<p>Historically Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>We feel that all barriers to learning for disadvantaged pupils can be overcome and should not be viewed as a reason for attainment or lack of progress. Identified barriers have been identified as:</p> <ul style="list-style-type: none"> • Family circumstances/expectations negatively impact on attitudes towards learning. • Low confidence and self-esteem due to social and emotional issues. • Poor attendance. • Low parental engagement may impact on learning. • Safeguarding/welfare issues (leading to Social Services involvement), trauma or other mental health issues could result in children not being 'ready' to learn. • Ability to access wider opportunities (clubs, theatre, cultural) due to costs and transport. <p>Academic concerns resulting from identified barriers:</p> <ul style="list-style-type: none"> • Reading outcomes. • Writing outcomes • Maths outcomes • Curriculum coverage due to attendance concerns. • Lack of academic aspiration.
2	<p>Financial difficulties may be encountered by some families, resulting in limited access to some learning activities.</p>
3	<p>Our attendance data for 2024-25 indicates that Pupil Premium children do not attend school as regularly as those not in receipt of pupil premium.</p>



Internal assessments and observations demonstrate that absenteeism is negatively impacting upon disadvantaged pupils' progress.

4 Historically, PP children were not reading at home as much as non PP children, support has been implemented to address this.

Currently, children from disadvantaged backgrounds read more at home than those from non-disadvantaged backgrounds. 41% of the children who did not read at home this term were PP children whereas 59% of the children who did not read at home were non PP children.

28% of the children who did not achieve the schools target of reading 4 times a week were PP children and 72% of the children who did not achieve the target were non PP.

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
<p><u>Challenge 1</u> Attainment in maths, reading and writing in disadvantaged pupils.</p>	<p>Ensure that all pupils achieve quality first teaching:</p> <ul style="list-style-type: none"> • Continual Professional Development on school priorities. • Incremental Coaching programme – including Early Career Teacher teachers. • All teachers are confident with analysing class data. • All teachers know the disadvantaged children, their attainment and progress within the context of the class and the cohort and school. • Teachers are aware of the barriers for children outside of school • Teachers are made aware that some disadvantaged children need to make accelerated progress to keep in line with peers. • Vulnerable groups and their needs/ outcomes are a priority during Pupil progress meetings. • Leaders encourage an excellence for all so no child is left behind. • Staff demonstrate the same high expectations for all. • Children are identified, including PP children who will benefit from attending interventions. • All adults linked to the child’s learning are fully aware of their needs, targets, and the planning for the following week. • Interventions are planned with realistic and achievable goals, therefore promoting progress. <p>All teachers are aware of barriers to learning for disadvantaged pupils and will put systems in place to support these children in order for all children to have the best opportunity in accessing learning through reduced barriers and emotional and educational support.</p>

Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes over the 3 years show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes over the 3 years show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes over the 3 years show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 8%.
<p><u>Challenge 1</u></p> <p>All children can access the full curriculum – including learning experiences such as educational visits and residential stays. A clear plan over the 4 years allows children to participate in a range of wider life experiences.</p>	<p>Our curriculum is fully inclusive, with all children accessing all curriculum experiences.</p> <p>Priority places at extra-curricular clubs and sports team opportunities are offered to disadvantaged pupils.</p> <p>The school provides funding towards visitors and educational experiences/ visits.</p> <p>Persistent absentees focus on the reading, writing and mathematics curriculum first.</p>
<p><u>Challenge 2</u></p> <p>To improve parental interaction with the school and their child's life at school (learning and development).</p>	<p>Regular positive contact with parents. All parents are invited to workshops and parent consultations.</p> <p>Use of social media platforms to celebrate children's learning and to highlight experiences available to the children daily.</p> <p>Effective staff communication throughout the year.</p> <p>Monthly coffee morning with SENCo and Family liaison worker supports family's emotional wellbeing and signposts.</p>
<p><u>Challenge 3</u></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 4%.</p>

	The percentage of all pupils who are persistently absent being below 8% or better than national (whichever is lower) and the figure among disadvantaged pupils being no less than 5% below their peers.
<p>Challenge 4</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 4%.</p> <p>The percentage of all pupils who are persistently absent being below 8% or better than national (whichever is lower) and the figure among disadvantaged pupils being no less than 5% below their peers. If a child's attendance is below 70% the curriculum will focus on ensuring they have exposure to reading, writing and mathematics first.</p>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development on improving pedagogy and the impact of emotional wellbeing this will Support staff to develop breadth and depth of vocabulary in reading and writing	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1
Staff know and understand their pupils and what motivates them. Where children are not making sufficient	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 3

<p>process from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention.</p> <p>All teachers know the disadvantaged children in their class and their attainment and progress within the context of the class and the year group.</p> <p>All teachers understand the importance of progress in the context of disadvantaged pupils.</p> <p>All adults linked to the child's learning are fully aware of their needs, targets, and planning for the following week.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p> <p>Participating in the RADl programme. (Raising attainment for disadvantaged Youngsters)</p> <p>Vulnerable groups circles of pupils have been highlighted to staff</p>	
<p>Purchase of additional resources/equipment to support teaching and learning.</p>	<p>Resources that are fit for purpose benefit access to learning for all children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>1, 2, 3</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Strict adherence to attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</p>	<p>4</p>

<p>policy and support for vulnerable families through invitation to EHA.</p> <p>Children with poor attendance (including disadvantaged/P P children) are clearly identified through the Attendance Policy. Families are contacted, offered support, families with persistent absenteeism are offered early help assessment and within due course are referred to the EWO for fines.</p>		
<p>Deprivation fund - eg. match-funding towards music lessons, funding of educational visits, support towards purchase of school uniform.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to additional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p>	<p>1,2,3,4</p>
<p>Part time Home School Link Worker to support vulnerable families with attendance and acute needs.</p> <p>Established qualified Mental Health Lead.</p> <p>Trained emotion coaches.</p>	<p>Children have access to support to enable them to positively develop their health and wellbeing. In times of need there is always someone to talk to regarding the child and their emotional wellbeing. This support is also available to parents and struggling families.</p> <p>https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&filename=how-to-involve-hard-to-reach-parents-full-report.pdf</p>	<p>2,3,4</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for children continues to be a concern for all children at Wilnecote Junior Academy. Significant changes have taken place at the school, and this is closely monitored and challenged by the Trust.

The Senior Leadership Team are fully engaged with the RISE advisor and the partnership school. The RISE funding has increase capacity by providing funding to employ a leader to focus on inclusion, particularly the pupil premium group by monitoring outcomes and supporting teachers with quality first teaching.

All leaders recognise that historically achievement has not been good enough for all groups of pupils. Swiftly following the previous OFSTED, leaders established and implemented clear protocols and expectations that improved the teaching and learning for all groups of children. Internal data validates this along with the quality of children's responses and the work that they produce.

There has been a renewed focus on foundational knowledge and skills, particularly in reading that have addressed gaps and quickly closed these. There are now only a handful of children across the school who are accessing the Rapid Phonics Catch Up Program. Similarly, in mathematics there has been a focus on securing number facts. Year 4 MTC data has improved year on year and, due to a changed approach and rigorous monitoring, it was close to average in 2025. This is being further supported through the RISE partnership.

The 3-year average data separately for reading, writing, mathematics and EGPS reflect close to average outcomes for disadvantaged learners.

Low attendance has been supported and challenged through attendance monitoring and direct work with the attendance ambassador, to continue to improve this, attendance, is now a focus during pupil progress meetings to ensure key skills are prioritised for children who regularly miss school.

KS2 Pupil groups performance 2025 [Change indicators](#) ▼

			Actual results		Pupil progress	
	Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma) <small>DFE</small>	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)
Summary	All Pupils ›	83	100.8 ⬇️	49% ⬇️	-2.9 ⬇️	-10%
Gender	Male ›	42	100.9 ⬇️	55%	-2.5 ⬇️	-0%
	Female ›	41	100.6 ⬇️	44% ⬇️	-3.4 ⬇️	-20% ⬇️
DFE Prior Attainment	Higher attainers ›	22	108.0 ⬆️	82%	-0.8	-1%
	Middle attainers ›	36	101.7 ⬇️	53%	-3.1 ⬇️	-13%
	Lower attainers ›	24	93.4 ⬇️ ⬇️	17%	-4.4 ⬇️ ⬇️	-13%
Pupil Premium	FSM (in last 6 years) ›	24	97.2 ⬇️	25% ⬇️	-5.0 ⬇️	-27% ⬇️
	Not FSM (in last 6 years) ›	59	102.3 ⬇️	59%	-2.0 ⬇️	-3%