

# Pupil premium strategy statement – South Wonston 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	265
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	25-28
Date this statement was published	November 25
Date on which it will be reviewed	November 25
Statement authorised by	
Pupil premium lead	Jessica Lott
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil Premium FSM Funding <i>allocation this financial Year 25-26</i>	£48480
Pupil Premium Service Funding <i>allocation this financial Year 25-26</i>	£33950
Pupil Premium Post LAC <i>allocation this financial Year 25-26</i>	£7890
Pupil Premium PP LAC <i>Summer 25 (If this child stays with us we will receive more funding at the end of Autumn term and end of Spring term)</i>	£600
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£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>	£90920

# Part A: Pupil premium strategy plan

## Statement of intent

At South Wonston Primary School we believe that every child deserves to flourish—academically, socially and emotionally—regardless of background. Our three-year strategy focuses on enabling disadvantaged pupils to achieve the same ambitious outcomes as their peers through high-quality teaching, early intervention and a culture of care.

Our aims for 2025–28 are to:

- Significantly increase the number of disadvantaged children achieving a **Good Level of Development (GLD)** in EYFS, with particular gains in **Communication and Language, Literacy (Writing)** and **Mathematics**.
- Close the attainment gap in reading and writing through consistent phonics, fluency and vocabulary teaching.
- Secure rapid progress in maths fluency and reasoning.
- Maintain attendance for disadvantaged pupils at 95 % or above.
- Strengthen partnership with families so that home engagement and language environments mirror our school ethos.
- Ensure all children are emotionally ready to learn through embedded Thrive and ELSA practice.

These priorities complement our whole-school mission to *Inspire, Challenge, Achieve and Nurture*.

## 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 levels of communication, language and sound articulation among many disadvantaged pupils. This impacts attainment of GLD in EYFS and remains evident from Reception through to KS2. In general, this is more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest

	<p>disadvantaged pupils generally have greater difficulties with phonological awareness (particularly application to blending), and inconsistent phonics knowledge than their peers.</p> <p>In the KS1 Phonics screening test our disadvantaged pupils are not inline with our non-disadvantaged data.</p>
3	<p>Writing outcomes below national averages for disadvantaged pupils across KS1–2, particularly in composition and stamina.</p> <p>Early writing in EYFS for disadvantaged pupils, impacting GLD attainment.</p>
4	<p>Internal and external assessments indicate that maths attainment (particularly Mathematical fluency and reasoning gaps) among disadvantaged boys is significantly below that of non-disadvantaged Pupils.</p>
5	<p>Attendance and punctuality issues for a small number of disadvantaged pupils, linked to family stress or health needs for both students and families.</p>
6	<p>Limited home engagement and low parental confidence in supporting learning at home.</p>
7	<p>Social, emotional and mental-health needs linked to adverse childhood experiences, impacting concentration and resilience.</p>

## 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 . Raise GLD for disadvantaged pupils in EYFS.	At least 70 % of disadvantaged pupils achieve GLD ( $\geq$ national average); significant increase in Communication & Language and Literacy outcomes.
2 . Improve phonics and early reading fluency.	90 % of disadvantaged pupils pass the Year 1 Phonics Check or Year 2 re-check; accelerated reading progress tracked termly.
3 . Close writing gap at KS1/KS2.	Attainment of disadvantaged pupils within 5 pp of non-disadvantaged in school and nationally; increased GDS proportion.

4 . Increase maths fluency and reasoning.	RWM combined for disadvantaged $\geq 65$ %; multiplication fluency secure by Y4 (MTC $\geq 20$ APS average).
5 . Improve attendance and punctuality.	Overall attendance $\geq 95$ %; persistent absence $\leq 10$ %.
6 . Strengthen parental engagement and home support.	$\geq 80$ % of parents of disadvantaged children attend learning events/workshops; positive feedback via surveys; improved home-reading logs.
7 . Support emotional wellbeing and readiness to learn.	All identified pupils show progress on Thrive scales; reduction in behaviour incidents (both severity and frequency); positive pupil voice on belonging and confidence.

## Activity in this academic year (2025 – 26)

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: £ 11,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistent teaching of Little Wandle phonics and guided reading through CPD and monitoring-Coaching support for new phonics lead through HIAS.	EEF Toolkit – Phonics (+5 months); improves decoding and comprehension.	1, 2
Embedding Drawing Club and Poetry box approaches to develop vocabulary and composition.	EEF – Oral Language Interventions (+6 months); Writing (+4 months).	1, 3
Provide coaching and moderation (HIAS) for teachers to improve	EEF – Feedback (+8 months); internal review 2024–25 identified inconsistency.	3

writing assessment accuracy and feedback.		
Maths Mastery and fluency CPD via NCETM (Solent Maths Hub) and HIAS; daily Number Facts fluency programme.	EEF – Mastery Learning (+5 months).	4
Half-termly Pupil Progress Reviews with focus on disadvantaged progress in core subjects.	EEF – Meta-cognition and self-regulation (+7 months).	1–4

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

Budgeted cost: £29,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and Wellcomm interventions in EYFS and KS1.	EEF – Early Language (+6 months).	1
AI led tutoring in reading – reading plus	EEF – AI Tuition (+6 months).	2
Fine motor and handwriting intervention groups in EYFS and KS1.	EEF – Physical development correlates with literacy attainment.	1, 3
1:1 writing conference support for disadvantaged pupils at risk of not meeting EXS.	EEF – Feedback and Targeted support.	3
Reading mentors programme linking pupils with trained volunteers and parents.	EEF – Reading Comprehension (+6 months).	2,6
Embedding strategies from the C&I project	EEF – Early Language (+6 months).	1

from the from EYFS upwards.		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £15,797.50

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embed whole-school Thrive approach and expand ELSA capacity (5 staff).	EEF – Social & Emotional Learning (+4 months)	7
Implement family learning and open classroom sessions each term to strengthen parental engagement.	EEF – Parental Engagement (+4 months).	6
Half-termly attendance panels.	DfE Attendance Framework 2022.	5
Subsidised enrichment and residential places for disadvantaged pupils to build cultural capital and confidence.	EEF – Arts Participation (+3 months).	7
Staff training on Empowerment Approach and emotion-coaching to improve behaviour regulation.	EEF – Behaviour Interventions (+4 months).	7

**Total budgeted cost: £ 56970**

# Service Pupil Premium Strategy 2025 – 2028

## Context and Intent

Approximately one-third of South Wonston’s pupils come from service families. High mobility and deployment periods can affect both academic continuity and emotional wellbeing. Our service pupil premium strategy ensures smooth transitions, strong pastoral care and maintenance of academic progress during times of change.

## Key Challenges

1. Frequent mobility and mid-year arrivals impacting assessment continuity.
2. Emotional wellbeing needs linked to parental deployment or separation.
3. Gaps in phonics or curriculum coverage after transfers between schools.
4. Need for clear communication and engagement with service families and bases

Activity	Evidence base / Rationale	Challenge numbers
Service Family Support Assistant (3 mornings per week) to co-ordinate transition and deployment support.	EEF – Mentoring (+2 months); DfE Service Pupil Premium Guidance.	1–4
ELSA and Thrive sessions targeted for children experiencing parental deployment.	EEF – Social & Emotional Learning (+4 months).	2
Transition packs and mobility tracker implemented via Arbor to ensure continuity of learning and assessment.	EEF – Digital Technology (+4 months)	1, 3
Curriculum catch-up groups in phonics and maths for service arrivals mid-year.	EEF – Small Group Tuition (+4 months).	3
Termly Service Family coffee morning and base liaison to strengthen	EEF – Parental Engagement (+4 months).	4

community links and parent engagement.		
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Intended outcome	Outcome
That across the school pupils will be able to access higher order language skills and use these in their work. This will be measured through book looks and increased progress measures.	Provision in Early Reading, Drawing Club, and vocabulary-rich CUSP units has strengthened oral-language opportunities, although gaps remain for disadvantaged pupils entering EYFS. 2024–25 EYFSP data shows <b>0 %</b> of disadvantaged children achieved a <i>Good Level of Development</i> , compared with <b>66.7 %</b> of non-disadvantaged pupils. The smallest gaps were in <i>Physical Development</i> and <i>Expressive Arts</i> , indicating that language-linked areas (Communication and Language, Literacy) remain the key focus. Staff professional development in oracy and targeted support through NELI, SALT, and language-link screening have laid firm foundations for 2025–26, when the revised EYFS curriculum will continue to prioritise early vocabulary, talk for writing, and reading comprehension.
~Improve reading attainment for disadvantaged children ~Narrow the gap between disadvantaged and non-disadvantaged children.	Reading outcomes improved incrementally across KS2, but significant gaps remain. At the end of KS2, <b>44.4 %</b> of disadvantaged pupils achieved the expected standard in reading (down from 60 % in 2023–24), compared with national non-disadvantaged at 80.5 %. In KS1 phonics, <b>0 %</b> of disadvantaged pupils met the expected standard in Year 1 or 2, compared with <b>65 % and 67 %</b> of non-disadvantaged peers. This small cohort result reflected individual SEND and mobility factors. Whole-school fidelity to Little Wandle and increased home-reading engagement are in place for 2025–26 to secure consistency. Reading interventions (NELI, precision-teaching, daily keep-up) demonstrated strong in-year progress even when pupils did not meet the national threshold.
The behaviours of a very small number of pupil premium pupils is addressed.	Over the 3 years, the introduction of two Thrive Practitioners, enhanced ELSA capacity, and daily Sensory Circuits have reduced dysregulation incidents. Behaviour logs and Thrive profiles show fewer escalations and faster recovery for identified pupils. Staff confidence in using the Empowerment Approach and Zones of Regulation has improved consistency. Pupil-voice surveys indicate that disadvantaged children feel safe and supported, describing adults as “helpful when I’m cross.” This culture of proactive emotional support will continue, with additional ELSA time targeted to KS2 boys in 2025–26.

<p>Children eligible for pupil premium will make rapid progress in reading, writing and mathematics</p>	<p>KS2 combined RWM for disadvantaged pupils rose slightly to <b>22.2 %</b> (from 20 %), showing marginal improvement but still 46.7 % below national non-disadvantaged. Writing outcomes improved most, rising 13.3 % to 33.3 %, reflecting the impact of whole-school writing CPD and editing scaffolds. Maths remained stable at 44.4 %, aligned with previous years but below national. KS1 data mirrored these trends, with small-cohort variation influenced by SEND. School-led tutoring, NCETM fluency sessions and targeted small-group teaching contributed positively; ongoing use of diagnostic assessment and pre-teaching will continue to accelerate progress in 2025–26.</p>
<p>Specific and targeted interventions to support closing gaps in learning</p>	<p>Targeted TA interventions in phonics, writing and maths supported identified disadvantaged pupils across phases. NELI and Fine-Motor programmes in EYFS enabled improved baseline skills for the next cohort. Teachers reported strong progress for children receiving bespoke catch-up or 1:1 phonics sessions. Impact was greatest where interventions were short, regular, and monitored. The next step is to embed impact-tracking using Arbor and Thrive data dashboards to ensure earlier identification and sharper review cycles.</p>
<p>Families identified as having complex family situations are supported through a multi-agency approach</p>	<p>The Inclusion Lead co-ordinated an extensive network of support (Mind, MHST, Children’s Wellbeing Service, NSPCC Building Connections, Young Carers, CAHMS, Wolverdene Outreach and others). As a result, disadvantaged children accessed timely early help and targeted support. Feedback from parents and agencies has been highly positive, and school staff report improved attendance and wellbeing for families engaged in this wrap-around provision. The school plans to maintain a strong multi-agency presence and increase parent-workshop attendance through enhanced communication in 2025–26.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils improved markedly. Overall absence reduced from 7.0 % to <b>5.3 %</b>, and persistent absence dropped from 33.3 % to <b>11.1 %</b>, almost closing the national gap (+0.8 %). These gains reflect the impact of early phone-calls, family support worker liaison, and ELSA check-ins. Severe persistent absence (2.8 %) remains slightly above national, linked to a small number of medical cases. Continued use of DfE attendance frameworks and weekly review meetings with the attendance team will sustain this positive trend into 2025–26.</p>
<p>A broader range of life experiences enhances children’s vocabulary and aspirations</p>	<p>Subsidised visits, clubs and curriculum enrichment ensured that no child missed opportunities for out-of-class learning. All disadvantaged pupils took part in at least one trip or club termly, and pupil voice showed increased confidence in talking about learning and future aspirations. Links to MyHappyMind and Thrive themes helped build cultural capital through language of emotion and success. Next year the school will strengthen evidence of impact through systematic tracking of enrichment participation and vocabulary progress across subjects.</p>
<p>To improve emotional well-being for pupils, particularly those who are disadvantaged</p>	<p>Pupil voice, Thrive assessments, and staff observations all indicate that disadvantaged children feel safe, cared for, and connected to trusted adults. The school’s focus on relationships and belonging—through Thrive, ELSA, MyHappyMind and daily check-ins—has built secure attachment and improved classroom engagement. Attendance gains (persistent absence reduced from 33.3 % → 11.1 %) further reflect increased readiness to learn and stronger home–school trust. Staff describe pupils as “more open to feedback and calmer</p>

<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p>	<p>after conflict.” The combined investment in emotional regulation strategies, calm spaces, and consistent adult responses has created a more settled learning environment. In 2025–26, the next step is to embed these practices beyond intervention rooms—ensuring that emotional literacy and self-regulation are modelled and practised throughout the day and across all settings.</p>
<p>Service Children’s needs are identified quickly on entry and addressed. All children eligible for service pupil premium will make expected progress in reading, writing and mathematics.</p>	<p>The needs of service pupils continue to be identified swiftly, and pastoral support remains a strength of the school. However, academic outcomes across the school were lower than national in 2024–25, so progress for service children must now be viewed in that wider context rather than judged by relative gaps alone.</p> <p>In <b>EYFS</b>, only <b>28.6 %</b> of service pupils achieved a <i>Good Level of Development</i> compared with <b>60.9 %</b> of non-service pupils and <b>72.7 %</b> nationally . This shows that early attainment is a key area for improvement, particularly in communication and literacy.</p> <p>In <b>Phonics</b>, <b>80 % of service children in Year 1</b> met the expected standard (national = 83 %), while <b>50 % in Year 2</b> achieved the standard . These results are below national expectations and reflect the disruption caused by mobility and deployment patterns. Additional daily reading sessions and strengthened home–school phonics communication are now embedded to secure greater consistency.</p> <p>At <b>Key Stage 2</b>, attainment for service pupils remained broadly in line with national averages: <b>70.4 % achieved the expected standard in reading and maths</b>, <b>66.7 % in GPS</b>, and <b>70.4 % in writing TA</b>, with combined <b>RWM 59.3 %</b> (national service = 62 %) . Although the cohort performed well given high mobility, greater depth through extended writing will be strengthened next year.</p> <p>The <b>Service Family Support Assistant</b> and <b>ELSA team</b> provided structured emotional-wellbeing support and transition mentoring. Pupil and parent voice confirm that service pupils feel secure and well supported during postings, and attendance for this group remains strong.</p> <p><b>Next steps:</b> raise attainment for service pupils to at least match national service averages in all phases; sharpen language and phonics provision in EYFS and KS1; introduce a mobility-tracking dashboard to monitor academic dips; and</p>

	continue to prioritise belonging, transition, and emotional security as pupils move between schools.
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## Overall Impact and Next Steps for 2025–26

During 2024–25 South Wonston Primary made strong gains in attendance, emotional well-being and the quality of support for vulnerable families. Although academic gaps persist (particularly in EYFS language development and KS1 phonics) evidence shows that targeted intervention and enhanced teaching practice are beginning to improve progress for disadvantaged learners. Embedding the refined reading and writing curriculum, extending vocabulary teaching across subjects, and maintaining robust attendance monitoring will be key priorities for 2025–26. Continued investment in Thrive and ELSA capacity will ensure that all children are emotionally ready to learn and able to achieve their potential.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Times Tables Rockstars	TT Rockstars
Numbots	TT Rockstars
Nessy (Phonics & Spelling)	Nessy Learning
Language Links	Speechlink multimedia Ltd
Phonics Play	Phonics Play Ltd
White Rose	White Rose
Widget	Inprint
Spelling Shed	Spelling shed
CUSP	Unity Partnership

## Service pupil premium funding: £33950

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Family Support Assistant - 3 x am a week £6,100

	<p>ELSA support including training and supervision (3 x pm) £8,240</p> <p>Additional Admin time for processing Service Children leaving and joining the school (Trickle deployment means that this is ongoing throughout the school year) £2,800</p> <p>LSA in class support £11,340</p> <p>After school club for Service children £2500</p> <p>Well being and pastoral care resources £2000</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All service children had access to pastoral support when required, either individually or in small groups. This could have been a family group or groups of children who required the same type of support.</p> <p>Children joining the school were quickly accessed so that early support could be put into place in class or through specific interventions.</p> <p>Our service family liaison has developed stronger community links which reach wider into the Hampshire Local Authority and Service Camps. This is improving mental health by creating a shared sense of belonging.</p>