

Review of outcomes in the previous academic year (January 2026)



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Impact and conclusions
<p>Provide high quality training for teachers:</p> <ul style="list-style-type: none"> • Little Wandle Training • Behaviour policy review and implementation • Reading Leader training to support ongoing coaching • Maths Mastery approaches • Bell Foundation and Language Village EAL training • SEND 5-a-day approaches 	<p>Teachers to be informed and updated on the latest strategies used to improve the attainment and progress of children through individual/group external CPD or internal CPD through staff meetings and weekly briefings.</p> <p>Quality Wave 1 teaching will have a positive impact on all children with a focus on how these can be used to support children to think about their own learning more explicitly to embed current school learning systems including task selection and the marking table.</p> <p>(metacognition and self-regulation +7 months, Mastery learning +5 months, Phonics + 5 months)</p> <p>Behaviour training is incrementally delivered with a restorative approach based on children's rights and linked to the school behaviour policy with a metacognition and self-regulation approach.</p> <p>(Behaviour Intervention +4 month)</p>	<p><i>Changes to the teaching of phonics and early reading have had immediate and significant impact.</i></p> <p><i>The behaviour policy has been redeveloped following SLT attendance at behaviour leadership training, with keynote from Mark Finnis. EAL support has enabled pupils with early starting points in spoken and written English to rapidly improve attainment, settle into school and build relationships. Mastery maths approaches are not yet embedded and liaison with the Maths Hub will be even closer in 2024-5. To continue</i></p>
<p>TA support for identified groups.</p>	<p>Specific and planned intervention for targeted group of children will enable further progress.</p> <p>(Collaborative Learning Approaches +5 months)</p> <p>An additional TA to deliver this inside or outside of the classroom will ensure that learning time can be maximised. (Teaching assistant interventions +4 months)</p>	<p><i>Teaching assistants have been deployed to support with maximum benefit and have supported children across the school very well. This impact is clearly visible in emotional and academic development of supported children and support received is in line with PCP's, where appropriate, and with class provision maps. To continue</i></p>
<p>Subject leadership/Pupil Premium lead time (cost of cover)</p>	<p>In order for an effective tiered approach to be put in place, this needs to run through all subjects. Leaders will need time to implement strategies in their subject. Evidence from the EEF Guide to Pupil Premium: A Tiered approach to spending.</p>	<p><i>This additional time has allowed subject leaders to gain a better understanding of their subject through being able to view learning in action, where possible, and gain pupil voice, impacting on more evidence based action plans and staff training. To continue</i></p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Impact and conclusions
1:1 tuition	Following quality first teaching, identified children to receive 1:1 (or group tuition) to ensure their basic understanding is sound before they can make consistent progress in their learning or to support them with identified gaps in learning. (1:1 tuition +5 months)	<i>1:1 and group tuition has been deployed across specific children in Year 6 and, alongside high quality class teaching, has seen accelerated academic progress. 1:1 algorithm based learning programmes have also seen accelerated progress for those using them. Both to continue</i>
Investment in early reading resources and a reading spine - Little Wandle reading groups - Little Wandle catch up supports	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (Early Literacy Approaches +4 months, Phonics +5 months, Reading Comprehension Strategies +6 months)	<i>Continued investment in new texts that are popular alongside texts to increase diversity and equality have increased engagement with the library, enjoyment of reading and have contributed to high levels of reading attainment. To continue</i>
Speech and language support	Children with spoken language difficulties find writing more difficult and make slower progress than their peers. (Oral learning intervention +5 months)	<i>Speech and Language strategies have been implemented by staff for specific identified children alongside specialist support and have led to increased progress. To continue</i>
Targeted small group tuition	Focused intervention based on assessment in class can be provided by teachers/teaching assistants to quickly address gaps in children's knowledge. Small groups may also involve non-pupil premium children meaning this strategy has a positive impact across a wider range of pupils. (Small group tuition +4 months)	<i>Small group focussed work has been used to pre-teach and to support gaps in children's learning across the school - this has resulted in all children being able to access class learning to a higher level and to be able to achieve at a higher standard. To continue</i>

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

Budgeted cost: £6,750

Activity	Evidence that supports this approach	Impact and conclusions
Free access to all extra-curricular after school clubs	Our own observation and experience indicates that all children should have access to after school opportunities and by not charging for any of our own after school clubs, which run up to four	<i>This has been and continues to be the case, with a wide club offering including multisports, football (girls and mixed), tag rugby, athletics, rounders, cricket, gymnastics, ukulele, Art, Blue Peter, cooking and Choir across the last academic year. Parent voice indicates</i>

	<p>afternoons each week and include those delivered by our sports coach, no child is prevented from attending on a financial basis.</p>	<p><i>that this continues to be well received and opens up opportunities to those that would otherwise not be able to attend. The attendance at clubs is representative of our whole school demography. Financially, school leaders and governors will review the current free access at the next budget review, although continuing to fund wider opportunities for families who would be prevented from attending by financial reasons will be a priority.</i></p>
<p>Subsidies for trips and curriculum swimming. Provision of school uniform using pupil premium budget.</p>	<p>Our own observations and experiences indicate that children's confidence can be affected if they do not have the same opportunities as their peers. They can lose focus and not make the same amount of progress as others.</p> <p>Taking financial pressure off parents can result in a happier home life.</p>	<p><i>Again, parent voice indicates that this is well received and allows children to take part in swimming lessons often entering a swimming pool, or any large body of water for the first time. To continue</i></p>
<p>Provide counselling /art/play therapy</p>	<p>Unless children are settled and able to concentrate at school, they will not make as much progress as their peers. (Metacognition and self-regulation +7 months)</p>	<p><i>This has been shown to support good mental health - allowing children to access education and schooling. To continue</i></p>
<p>Provide access to technology e.g. chromebooks</p>	<p>Pupil premium children have been shown nationally to be a group more likely not to have access to appropriate technology for use when learning at home. Lower rates of progress throughout recent national lockdowns support this.</p>	<p><i>We have as many chromebooks as children. This allows children in KS1 to remain logged in to their chromebook to increase time spent on new computing skills. It also allows pupils to use Chromebooks for short periods of time throughout the week in addition to computing lessons, developing computer literacy at an earlier age. This continues into KS2 and allows children in upper KS2 to be able to access chromebooks throughout the day as needed to support learning across all aspects of the curriculum, developing strong digital literacy and setting children up for successful digital futures. To continue</i></p>
<p>Access to fully funded:</p> <ul style="list-style-type: none"> ● Violin lessons in Year 3 ● Choir club ● Ukulele ensemble ● Rock Steady lessons 	<p>Our own observations and experiences tell us that when children are immersed in all aspects of school life, they are more engaged in all aspects of their schooling. Learning to play a musical instrument is a unique experience that regularly excludes pupil premium children from taking part due to cost. Through a carefully planned and age-appropriate set of fully, or partially, funded musical instrument lessons, all children will be included in the experience, will be able to discover their own musical skill set and have raised engagement in other aspects of schooling as a result.</p>	<p><i>Through the development of strong musical provision, the school now gives every child the opportunity to sing in the choir, learn to play the recorder at Year 4 and learn to play the violin in Year 3 at no cost to any parent or carer. This has led to every child being able to enjoy musical enrichment throughout their time at Wymondley. Pupil voice indicates that this has led to positive mental health and wellbeing by allowing children the opportunity to learn how to be calm, to develop confidence, to focus, to learn a new life skill and to gain confidence through performance.</i></p>
<p>Access to Forest School sessions</p>	<p><i>'Social and emotional skills' are essential for children's development— they support</i></p>	<p><i>Forest School has been timetabled for all children to enjoy three sessions each term, to experience different</i></p>

<p>throughout the year - at least three lots of three weekly blocks per child across the year in different seasons.</p>	<p><i>effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</i> - EEF Wider strategies</p>	<p><i>weather conditions outside and different seasons. This continues to be very well received and a very popular subject, with positive pupil voice centred around having time to discover who they are, opportunities to reflect and opportunities to excel in something outside of academic subjects. Seeing children genuinely grow in positivity, especially those who find aspects of school life challenging, is very special and has been noted by all staff for a variety of children across the school. The mental health and wellbeing benefits are very strong and very clear. The Wymondley Woods trips each term have built on this success and are looked forward to and enjoyed by all.</i></p>
<p>Funded Wymondley Woods whole day Forest School trip for every child at the end of each term - three day trips over the year.</p>	<p>(Social and Emotional Learning +4 months - EEF Toolkit) (Collaborative Learning Approaches - +5 months) (Physical Activity +1 month - EEF Toolkit)</p>	<p><i>Both to continue</i></p>
<p>Questionnaire to be sent out to parents</p>	<p>Ensuring positive parental engagement and good communication between home and school is crucial to ensuring a positive working relationship and having shared goals (Parental engagement +4 months - EEF Toolkit).</p>	<p><i>Parent voice is sought through questionnaires and termly class coffee mornings. Parent communication is vital to Wymondley. Every class team receives and hands over directly to parents and carers every morning and afternoon so that parent voice can be sought and solid staff-parent relationships can be formed. The Headteacher is on the gate most mornings and afternoons for parents to approach.</i></p> <p><i>To continue</i></p>
<p>Embedding a robust structure of attendance monitoring with rapid intervention to reduce absences, including, reminder texts, letters, meetings with families and free breakfast club places for pupils with persistent lateness from disadvantaged families.</p> <p>Support and training for the attendance officer from the local authority.</p>	<p>The DfE published this data with a clear link between KS2 attainment and attendance.</p> <p>The DfE also produces this guidance, which identifies strategies that have greatly reduced levels of absence in schools.</p>	<p><i>There remain challenges with attendance at Wymondley, particularly for pupils who are statistically disadvantaged. However, there have been improvements as a result of targeted action in 2024-25. The attendance rate at the end of Autumn 2025 is at 95.1% (vs National average 94.6% with the school on the 52nd centile), and the persistent absence is 11.2% (vs National average of 16.6% with the school on the 72nd centile). The school is exceeding its DfE-set improvement target for the academic year to date.</i></p> <p><i>The school's attendance champion will continue to monitor closely and communicate with parents and carers frequently to support improved attendance across the whole school, including engaging with regional support from the Attendance Hub.</i></p>