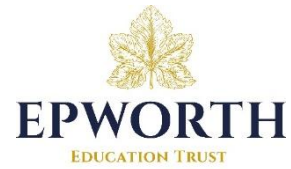




# Wesley Methodist Primary School: Pupil Premium strategy statement



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	Wesley Methodist Primary School
Proportion (%) of pupil premium eligible pupils	21.56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/25, 2025/26, 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rhys Jones Headteacher
Pupil premium lead	Rhys Jones Headteacher
Governor / Trustee lead	Andrew Morrison Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,547
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>	£96,547

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Wesley Methodist Primary School, is that all pupils irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas achieving our vision for all pupils to: shine like stars as children of God. We expect staff to have the highest of aspirations for these pupils too and we want our pupils to flourish as life-long learners who have academic skills and emotional resilience to take on any challenges that they may encounter. The ultimate focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential regardless of their starting points.

In line with our vision, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, to make good academic progress, achieve high attainment across all subject areas and have high aspirations of themselves, broadening their experiences in order to enable them to shine like stars.

Inclusive Quality First Teaching is of paramount importance within our approach, with a focus on areas in which disadvantaged pupils require the most support – this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve with high attainment across all subject areas. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## 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 oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from entry in reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing
4	A high proportion of pupils eligible for pupil premium also have identified SEN/D as evident on the SEND list which has been created in consultation with SENDCo, parents, staff and external professionals: In September 2024, of those pupils who are identified as disadvantaged, 45.7% are also on the SEND list.
5	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.

## 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.	Y1 Phonics assessment in 2024/25 shows that more than 86% of all pupils met the expected standard with improved scores of 78% for our disadvantaged pupils. KS2 reading outcomes in 2024/25 show that we meet the national standard for reading across the whole school with more than 60% of disadvantaged pupils meeting the expected standard and more than 10% of these working at greater depth.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when

	triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• vast majority of pupils able to self-regulate and show greater resilience and confidence when facing new challenges</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.9%.</li> </ul>

## 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: £59,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching.	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF Pupil Premium guidance, April 2022:  <a href="#">The EEF Guide to the Pupil Premium   EEF</a>	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional	1,2,3

assessments are interpreted and administered correctly. Writing moderation with schools across the Trust Y1-6 EYFS moderation across the trust	support through interventions or teacher instruction:  <a href="#">Education Endowment Foundation   EEF</a>	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   EEF</a>	1
Purchase of additional resources to further embed the Read Write Inc Phonics Programme, including half termly bespoke in school training provided by RWI advisors. This will provide a systematic process to the teaching of Phonics, rapidly raising standards.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   EEF</a>	2
In school CPD/INSET Twilights/ external training to upskill teachers and teaching assistants to deliver effective quality first teaching and interventions specifically linked to Reading curriculum in 2024-2025.	Pupils to be provided with high quality teaching and learning and specialist intervention to support all children in making progress. Pupils to be provided with regular opportunities to revisit and revise key skills and knowledge, in all subjects, so they know more and remember more through overlearning, repetition and recall. Provide bespoke CPD opportunities for staff in the sharing of good practice, team teaching opportunities within the school environments. This is provided in house with support from SLT members and subject leaders, across the Epworth Trust. Proven history in school of peer and SLT support raising standards in teaching and learning. EEF Links:  <a href="#">Teachers' continuing professional development   EEF</a>	1,2,4
All staff to have full RWI training to support with	Phonics approaches have a strong evidence base that indicates a positive	1,2

<p>the teaching of phonics and ongoing training across this year and last year through a comprehensive Read, Write Inc package.</p> <p>Additional resources purchase and additional leadership days every half term to support with coaching, interventions and training.</p>	<p>impact (+5 months) on the accuracy of word reading (though not necessarily comprehension). EEF Links:</p> <p><a href="#">Phonics   EEF</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide specialist intervention for disadvantaged pupils with speech, language and communication needs.</p> <ul style="list-style-type: none"> <li>- Wellcomm programme to be delivered as early identification need for communication and language</li> <li>- NELI to be delivered within EY setting by teaching staff.</li> <li>- Helicopter stories in EYFS</li> </ul>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF</a></p>	1,2,3,4
<p>Additional daily phonics sessions for all pupils in KS1 as phonics booster sessions.</p> <p>Additional phonics sessions targeted at disadvantaged pupils in KS2 who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p>	2

<p>To use Timetables Rock Stars, SHINE resources and tools to identify gaps in learning and provide targeted interventions to improve outcomes for underachieving disadvantaged pupils in Year 1- 6.</p>	<p>To diagnose gaps in children’s learning and provide appropriate provision to meet the needs of identified individuals to enable them to catch up to the national expectation.</p> <p>Timetable Rockstars provide opportunities for pupils to practice their skills independently both in school and at home.</p> <p>To provide whole school consistent teaching of reading to impact on reading attainment.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. EEF Links:</p> <p><a href="#">Remote learning for pupils   EEF</a></p> <p><a href="#">Reading comprehension strategies   EEF</a></p>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop Emotionally Friendly Schools to support our children with emotional health and well-being.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>3,5</p>
<p>Attendance and punctuality to continue to be high profile and driven through effective and consistent monitoring.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>5</p>
<p>Fully implement the use of My HappyMind within PSHE to support children with understanding how their brain works and thus improving the regulation strategies for</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>3,5</p>

our pupils and reducing SEMH impact across school.	<a href="#">Social and emotional learning strategies   EEF</a>	
Rewards for whole class attendance to motivate desired behaviours and attendance within school	An extrinsic reward is tangible and visible which motivate pupils desire to make good choices as the reward is important. Over time, behaviours are learned and strategies for overcoming emotions are embedded, allowing the pupil to be intrinsically motivated. EEF Links:  <a href="#">Behaviour interventions   EEF</a>	5
A range of learning experiences (academic and extra-curricular) are provided and accessed by pupils - Visits and trips: hook pupils engagement and further learning - visitors to school across the curriculum including history, science and author visits -Experiences that develop the whole child and SMCS experiences such as rock kidz and termly well-being days - Residential experience in Year 6	Providing pupils with these experiences broadens their understanding of the wider world and will impact positively on outcomes, particularly writing. Subsidising trips ensures we can offer top quality experiences for our pupils that captivate learning and develop life skills. EEF Links:  <a href="#">Arts participation   EEF</a>  <a href="#">Life skills and enrichment   EEF</a>  <a href="#">Essential life skills   EEF</a>	3,4,5
Contingency fund for acute issues.	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 needs that have not yet been identified.	All

**Total budgeted cost: £96,547**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our assessment data shows an increase in the progress made by our disadvantaged children, particularly in reading and writing. This has been more evident in subjects where clear interventions and additional support has been put in place for these children. Although our EOKS2 data shows this is still lower than non-disadvantaged pupils within school and nationally, our children have performed better than the national average for disadvantaged pupils in Reading and Maths. Quality first teaching and rapid identification and interventions will ensure that pupils receive the support that they need to make accelerated progress across the curriculum.

We will support attendance through a variety of approaches, including supporting attendance at before school club for persistently absent children, completing home visits and regular meetings with parents. The Headteacher and the Pastoral manager have implemented new attendance monitoring systems that provide significantly more rigour, enabling families to receive swift, targeted support at the earliest opportunity. The Pastoral manager has also redesigned and introduced Attendance Contracts to families who need support with attendance before they meet the threshold for Early Help. Rewards and incentives are provided for all children, as a collective where the focus will be on the class overall and for the improvements made by classes. There is also an opportunity for an individual weekly 100% award for all children.

There will be a clear focus on the attendance of persistent absentees continuing into next academic year 25/26, as well as on vulnerable groups – however there was a significant improvement seen within attendance data this academic year. This will include planning appropriately for gaps in learning, based on previous low attendance, as well as ensuring that attendance improves, so that no more learning is lost.

Due to the impact on mental health and wellbeing of all of our pupils during the post-Covid recovery we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. The impact was particularly acute for disadvantaged pupils. We ensure that all children had access to Forest school on a regular basis and that our disadvantaged and SEMH pupils had further sessions at our school allotment. Our Forest School lead is Therapeutic trained and delivers specific mental health sessions for our pastoral groups on a weekly basis.

During the academic year 24/25 our disadvantaged pupil attainment is as follows:

- 25% (1 of 4pupils) achieved a Good Level of Development in Reception

- 56% (5 of 9 pupils) achieved the required standard in the Phonics Screening Check at the end of Year 1
- 100% (2 of 2 pupils) achieved the required standard in the Phonics Screening Check at the end of Year 2
- 23% (3 of 13 pupils) achieved a score of 25 in the Year 4 Multiplication Check

<b>DAP Data</b>				
	<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	<b>Combined</b>
<b>ARE</b>	56%	50%	56%	33%
<b>GDS</b>	6%	0%	11%	0%

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
TT Rockstars	TT Rockstars
WELLCOMM	GL assessments
NELI	DFE
RWI Phonics	RWI
Power Maths	Pearson
Flashback Four	White Rose Maths
Purple Mash	2Simple
Learning By Questions	LBQ
Numbots	Numbots
Grammarsaurus	Grammarsaurus
Literacy Shed	Literacy Shed
PIVATS	Lancashire LA
MARK analysis and Shine Interventions	Rising Stars

## Further information (optional)

Wesley Methodist Primary Academy is part of the Epworth Education Trust – a Trust that is built upon an unwavering commitment to being a place where schools, staff and pupils can succeed and thrive, where collaboration is at the heart. The EET is truly a "family of schools" that continually help each other to become even better. "Do all you can" summarises our ethos and vision as we believe anything is possible when approached with this attitude. Where the Trust has the capacity to make a difference, it feels it is morally bound to do so and one of its aspirations is to provide high quality leadership and teaching which will enthuse and inspire all learners. It is widely known that promoting effective continued professional development (CPD) plays a crucial role in improving classroom practice and pupil outcomes and it is for this reason, each school has signposted 5% of its pupil premium funds towards the EET Pupil Premium Action Plan so that together, we can provide teachers, pastoral staff and leaders at all levels with the highest quality CPD. This will effectively build knowledge, inspire and motivate staff and develop teaching techniques whilst always considering the individual context of each school. Working collaboratively in this way will enhance the learning experiences of all pupils, in all our schools. Reference: [EEF Effective Professional Development](#)