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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wimbledon Park Primary
Number of pupils in school (excluding nursery)	**582 (16.9.26)**
Proportion (%) of pupil premium eligible pupils	**6.0% (35 Pupils)**
Academic years that our current pupil premium strategy plan covers	**2026-2029**
Date this statement was published	**Oct 2026**
Date on which it will be reviewed	**Oct 2027 (and each year for three years)**
Statement authorised by	Paul Lufkin
Pupil premium lead	Paul Lufkin
Governor / Trustee lead	Katy Gandon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,410

Part A: Pupil premium strategy plan

Statement of intent

Our school mission is Becoming Your Best. Our pupil premium strategy exists to make that mission real for our disadvantaged pupils, through the four values that define us as a school.

1) **We Belong –** every disadvantaged pupil and family feels fully part of our school community, with any barrier to belonging identified and addressed early.
2) **We are Ambitious –** disadvantaged pupils receive the same high-quality teaching and rich curriculum as their peers, with high expectations that close the attainment gap rather than widen it.
3) **We are Collaborative –** staff, families and other agencies work together around each child, recognising that our disadvantaged pupils are individuals with different needs, not a single homogenous group.
4) **We Evolve –** our approach is evidence-based and kept under continual review, adapting as we learn what works for our pupils.

In practice, this means:

- High-quality teaching, well planned and delivered with care, is the single greatest lever we have to improve outcomes for disadvantaged pupils – and it raises outcomes for all pupils.
- We intervene early, before gaps in learning become barriers to achievement.
- We choose a small number of priorities and give them the best chance of success, rather than spreading our effort thinly.
- We use robust assessment to diagnose individual need, rather than assumptions based on pupil premium status alone.
- We build trusting relationships with families, recognising their role in a child's success.

Challenges

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

Challenge number	Detail of challenge
1	**Family engagement, attendance and persistent absence** School records of attendance at parents' evenings, information workshops and SEN review meetings show engagement is lower among families of disadvantaged pupils than among families of their peers. Home reading records and the completion of home learning tasks show the same pattern. This limits the partnership with home that multiplies the impact of our in-school work, and means gains made in class are less consistently consolidated at home. It also delays the point at which we become aware of wider family need.

	This lower engagement with school also impacts on attendance and punctuality. Attendance of disadvantaged pupils declined from consistently above 94% on 2022-2024 to below 91% in 2025. This improved in 2026 to 92.2% but remains significantly below 97.2% attendance of non-disadvantaged pupils. 27% of disadvantaged pupils were persistently absent, compared with 4% of their peers. The principal recorded causes are absence linked to lower family commitment/engagement and term-time holiday.
2	**The range and complexity of need within a small disadvantaged cohort** As a school, the proportion of pupils eligible for pupil premium at 7% (35 pupils) is well below the national average (27%). Over time, the school proportion of disadvantaged pupils is reducing as each new joining cohort typically has fewer children eligible for pupil premium. The greater concentration higher up in the school is also influenced by pupil mobility with 22% of our disadvantaged pupils joining the school after the early years. Our disadvantaged pupils face additional barriers to their learning, including learning English as an Additional Language (EAL) and Special Education Needs and Disability (SEND). 83% of our disadvantaged pupils are from minority ethnic background, 42% have a first language other than English and 17% have SEND, and 20% have had involvement or are known to social care (including 9% who are previously looked after). Our disadvantaged pupils are not a homogeneous group and their barriers rarely have a single cause. Because the cohort is small, one child represents just over two percentage points on any measure, so cohort-level averages are volatile and year-on-year comparison is unreliable. Provision must therefore be diagnosed, matched and reviewed individually rather than allocated on the basis of pupil premium status alone.
3	**Attainment at the expected standard, and under-representation at greater depth, particularly in writing** Statutory and internal assessment shows disadvantaged pupils attaining below their peers, with the gap widest at the higher standard. In 2026 at Key stage 2, only 40%% of disadvantaged pupils reached the expected standard in writing (compared to 80% reaching the expected standard in mathematics, reading and GPS). No disadvantaged pupil reached the higher standard in writing (and therefore in reading/writing and mathematics combined). Internal assessment across the school in July 2026 shows 39% disadvantaged pupils reaching the age expected standards in writing compared to 78% of non-disadvantaged peers – a gap of 39%. This gap is pronounced in nearly every year group. Disadvantaged pupils are also under-represented among those working at greater depth in all subjects, suggesting that our support is successfully securing the expected standard but is not yet stretching the most able disadvantaged pupils.

4	**Language and communication** As set out in challenge 2, 83% of our disadvantaged pupils are from minority ethnic backgrounds, 42% have a first language other than English and 22% of disadvantaged pupils joining the school after the early years. Assessment on entry to early years and on joining elsewhere in the school shows that oral language, vocabulary and reading skills are lower among disadvantaged pupils compared to age expectations and their peers. Weaker language slows the development of reading and access to the wider curriculum, and this barrier compounds over time if not addressed when identified.

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
Increased engagement of families of disadvantaged pupils with school (Challenge 1)	90% of disadvantaged families attend autumn and spring parents' evenings. A parent/ carer meets with the class teacher for every SEN review for disadvantaged pupils with SEND. Over 75% of disadvantaged pupils take up a free place in an extra curriculum club of their choice though this academic year. Over 90% of disadvantaged pupils attend school trips/enrichment events (without charge to the family). Parent conversations with disadvantaged families show improved confidence in supporting learning at home, triangulated with home reading records and home learning completion rates.
Increased attendance and reduced persistent absence (Challenge 1)	Attendance of disadvantaged pupils rises to 94% or above this academic year. Persistent absence among disadvantaged pupils falls to below 15%. Every disadvantaged pupil/family attending below 90% is engaged by the headteacher with written attendance support, and, where appropriate, EWO, school nurse or Early Help referrals.
Improved attainment of disadvantaged pupils at the expected standard and at greater depth in Writing assessment (Challenge 3)	In July 2027, at least 70% of disadvantaged pupils across the school reach the expected standard in writing At the end of KS2, at least 60% of disadvantaged pupils reach the expected standard in reading, writing and mathematics combined 10% of disadvantaged pupils reach the higher standard in writing across the school

	The gap between disadvantaged and non-disadvantaged pupils at the expected standard is narrowed by 10% percentage points in each of reading, writing and mathematics across the school At least 90% of disadvantaged pupils meet the Year 1 phonics screening threshold, sustaining performance at or above the all-pupils national figure (83% in 2026) The Year 4 multiplication tables check average score for disadvantaged pupils is above 21 out of 25
Improved language and communication outcomes for disadvantaged children (Challenge 4)	The proportion of disadvantaged children reaching a Good Level of Development rises to within 10 percentage points of their non-disadvantaged peers in July 2027. New early years disadvantaged children are baseline assessed/screened and all identified access targeted language support. New joining disadvantaged children are screened for language and reading skills and those identified access targeted language support/intervention. Existing disadvantaged children in phase 3 still at an earlier stage of acquiring English access targeted language support/intervention. Classroom practice and routines across the school spotlight disadvantaged children and target teaching approaches and classroom routines (e.g. learning partners, adult scaffolding) to promote oracy and language practice.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend and deepen the Writing Refinement project with particular focus on securing foundational skills through additional professional development and teacher support from leaders Embed the Early Years writing approaches through teacher support from early years lead.	The writing refinement project and Early Years writing processes have been designed with reference to the evidence-based Writing Framework, published in 2025.	3
Implement the school's Writing Action Plan with a number of new strands of writing process elements to be strengthened and focused through explicit teaching and scaffolding in order to improve fluency in foundational skills, strengthen executive functions (planning, monitoring and reviewing writing) and support text generation (e.g. through using graphic organisers/scaffolds to support planning and structuring). Increased opportunities for comparing, assessing and moderating writing in teaching groups with leader support.	The writing action plan has been developed with reference to the evidence-based Writing Framework. Particular focus is given to the elements of the EEF toolkit that are evidence based in accelerating impact (Metacognition and self regulation with explicit instruction of strategies for planning, monitoring and evaluation +8 months, Collaborative learning approaches +5 months, Feedback +6 months)	3
Extend teacher and support staff professional development and implementation time for oral language, early literacy, phonics teaching, and reading comprehension strategies.	Using the Reading Framework Particular focus is given to the elements of the EEF toolkit that are evidence based in accelerating impact (Reading comprehension strategies +7 months, Early literacy approaches including story telling, group reading and support into writing +4 months, Communication and language approaches including targeted reading, instruction to extend vocabulary and book discussion +7 months, Phonics teaching +5 months)	4

Continue staff CPD focus on universal approached to increase pupil/family belonging and engagement in school – inclusive curriculum and teaching by design, promote positive staff/pupil relationships, proactive approaches to behaviour for learning, classroom approaches increasing pupil engagement, teaching learning behaviours)	EEF effective evidence based approaches in Supporting School Attendance (Build a culture of community and belonging for pupils)	1,2
Allocated CPD and teacher directed time for precise, early and shared identification of needs and barriers to learning of all children in class, using the Class Inclusion Profiles, Equalities Adjustments Register and Individual Inclusion Profiles	EEF effective evidence based approaches in Supporting School Attendance (Build a holistic understanding of pupils and families, and diagnose specific needs)	1,2

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

Budgeted cost: £39,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language interventions using NELI and NELI pre school Phonics interventions (group and individual) Small group and individual reading interventions Speech and language focused groups targeting vocabulary and reading development in phase 2 (with staff training for all these facilitated by leaders)	EEF Early Years research indicates that oral language interventions have an accelerated +6 months impact on pupils' language skills EEF toolkit evidence includes reading comprehension strategies +7 months, Communication and language approaches including targeted reading, instruction to extend vocabulary and book discussion +7 months, Phonics teaching +5 months, teaching assistant interventions +4 months.	4
Targeted 'keep up' writing interventions across phases 2 and 3 – teacher and teaching assistant led with a focus on class spotlight children targeted for strengthening foundational skills, supporting structuring and planning and improving monitoring and reviewing writing through feedback conferencing.	Based on evidence in the Writing Framework with particular focus is given to the elements of the EEF toolkit that are evidence based in accelerating impact (Metacognition and self regulation with explicit instruction of strategies for planning, monitoring and evaluation +8 months, Collaborative learning approaches +5 months, Feedback +6 months)	3

Targeted social and emotional skill interventions and support using Jigsaw 4U counselling, ELSA trained staff, play therapist and behaviour specialist support.	There is evidence from EEF on social and emotional learning that improving childhood social and emotional skills improves outcomes (academic performance, attitudes to learning and social relationships/learning)	2, 3 and 4

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support, enable (and monitor) flexible meetings between teachers with parents/carers to provide attendance reminders, academic feedback and ways to support learning at home, alongside identifying and supporting family circumstances that may be barriers to learning	Evidence in EEF guidance reports – Working with parents to support children's learning, Improving behaviour in schools and Supporting School Attendance EEF toolkit evidence that parental engagement approaches have a +4 months impact on outcomes	1, 2
Individual attendance monitoring, communication and case management by the headteacher for disadvantaged children, drawing on support from EWO.	Poor attendance at school is linked to lower academic attainment across all stages ((EEF Guide to Supporting school attendance)	1, 2
Timetabled home learning club led by teachers once a week targeted at disadvantaged children.	Evidence in EEF guidance reports – Working with parents to support children's learning	1, 3 and 4
Provide direct funding with follow up discussions with parents to help disadvantaged children access equitably the enrichment and extra curricula offer for their personal development and well being (one club per child per term and all school trips/in school enrichment activities)	There is evidence from EEF on social and emotional learning that improving childhood social and emotional skills improves outcomes (academic performance, attitudes to learning and social relationships/learning) EEF toolkit evidence that parental engagement approaches have a +4 months impact on outcomes	1, 2

Total budgeted cost: £ 77,410

Part B: Review of outcomes in the previous academic year

Headline statutory outcomes in 2026

A note on cohort size. 35 pupils (6% of the school population) are eligible for pupil premium, and individual year groups contain as few as 4 eligible pupils. One child therefore moves the school outcomes by 3% points and this can be even greater in individual year groups – therefore these outcomes and changes year on year should be interpreted with caution.

Measure (disadvantaged pupils)	2024-25	2025-26	*School all pupils*	*National (all pupils)*
Attendance	90.9%	92.2%	*96.7%*	*94.7%*
Persistent absence	29.4%	27.3%	*4.2%*	*13.9%*
Good Level of Development (EYFS)	20%	67%	*81%*	*68%*
Year 1 phonics screening	83%	80%	*97%*	*80%*
Year 4 MTC average score (out of 25)	21.4	19.7	*23.7*	*21.0*
KS2 reading — Expected	70%	80%	*93%*	*75%*
KS2 reading — Higher	0%	20%	*56%*	*31%*
KS2 writing — Expected	30%	40%	*75%*	*75%*
KS2 writing — Greater Depth	0%	0%	*4%*	*13%*
KS2 maths — Expected	60%	80%	*95%*	*73%*
KS2 maths — Higher	0%	20%	*53%*	*26%*
KS2 GPS — Expected	60%	80%	*93%*	*74%*
KS2 GPS — Higher	0%	20%	*56%*	*30%*
KS2 RWM combined — Expected	30%	30%	*73%*	*63%*
KS2 RWM combined — Higher	0%	0%	*4%*	*9%*

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Outcome: Increase family engagement with school
Impact: This outcome was partially met. As there was no baseline data collected, the impact of the school's work on this outcome can't be numerically quantified. However, the increase in

attendance of the disadvantaged pupil group from 90.9% to 92.2% is an indirect indicator of greater family engagement. Leadership observations and oversight of the relatively limited number of pupils anecdotally evidences a positive move forward in this outcome, with several positive pupil/family case studies (e.g. several families attended all parents evening meetings this year having never previously attended, children are taking up the offer of a free extra-curricular club place for the first time this year, families with acute absence meet regularly with the school and EWO through the year and have a strengthened relationships with the school).

Outcome: Increased attendance

Impact:

This outcome was partially met. Attendance of the disadvantaged pupil group increased from 90.9% to 92.2% and persistent absence decreased from 29.4% to 27.3%. These are positive movements that show that the school's approaches have impact, but there remains a significant gap to national and school benchmarks. The leadership team (validated by recent Ofsted inspection scrutiny in Sep 2026) are confident that attendance will improve this year, persistent absence will reduce and the gaps will narrow.

Outcome: PP pupils will make accelerated progress from their starting points

Impact:

This outcome was partially met. Progress data from the schools tracking across years 1 to 6 shows that disadvantaged pupils made more rapid progress than non-disadvantaged pupils in reading, similar progress in maths and slightly slower progress in writing.

	Reading			Writing			Maths		
	Slow	*Exp +*	*Acc*	*Slow*	*Exp +*	*Acc*	*Slow*	*Exp +*	*Acc*
All Pupil Premium	**3%**	**97%**	**18%**	**18%**	**82%**	**6%**	**9%**	**91%**	**6%**
All Non PP	**7%**	**93%**	**15%**	**11%**	**89%**	**5%**	**10%**	**90%**	**11%**

Data from the schools tracking across years 1 to 6 of pupils meeting their end of year targets shows a similar picture of strength in reading, similar outcomes in maths and slightly slower target meeting in writing.

	Reading			Writing			Maths		
	Not met	*Met +*	*Exc*	*Not met*	*Met +*	*Exc*	*Not met*	*Met +*	*Exc*
All Pupil Premium	**3%**	**97%**	**13%**	**25%**	**75%**	**3%**	**10%**	**90%**	**5%**
All Non PP	**6%**	**94%**	**16%**	**13%**	**87%**	**2%**	**9%**	**91%**	**15%**

Outcome: Improved academic outcomes

Impact:

This outcome was partially met (refer to the table of statutory outcomes above but note that outcomes and changes year on year should be interpreted with caution because of small pupil group numbers).

The % achieving the threshold for year 1 phonics screening check was 80%, in line with the national benchmark, but showing an in-school gap to non-disadvantaged peers.

EYFS Good Level of Development for disadvantaged pupils increased from 20% to 67% in 2026 (showing and in school gap but in line with the national benchmark for all pupils).

Year 4 MTC scores for disadvantaged pupils declined from 21.4 to 19.7 and showed an in-school gap as well as a gap to national benchmarks for all pupils.

Year 6 statutory assessment shows strong year on year improvements for disadvantaged pupils in reading, GPS and maths. Writing across the school and for disadvantaged pupils shows weaker outcomes and the limiting aspect of Key stage 2 outcomes and is the key focus for school improvement in the forthcoming year.

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
NELI	OxEd and Nuffield Foundation