

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Wray Common Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	50 (12.3%)
Academic year/years that our current pupil premium strategy plan covers	3 years (commenced September 2025)
Date this statement was published	December 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Lloyd Murphy
Pupil premium lead	Pippa Kober
Governor / Trustee lead	Hannah Aitken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,456
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	£78,456

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are also young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of 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. 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 approach will be responsive to common challenges and individual needs, rooted in robust 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 are set
- act early to intervene at the point at which 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	<p>There is a significant disparity between Pupil Premium and non-Pupil Premium children attaining a greater depth standard.</p> <p>Despite good progress in their learning over time, as evidenced below, children in receipt of the Pupil Premium continue to attain significantly lower than their Non-Pupil Premium peers.</p> <p>Pupil Premium children achieve less well in the Year 1 Phonics Screening.</p> <p>Children's questionnaire showed that fewer Pupil Premium children feel successful in their learning at school, than their non-Pupil Premium peers.</p> <p><i>Children's attainment at the end of the academic year 2024-2025 (EYFS):</i></p> <table> <tr> <th colspan="2"></th><th colspan="3">Meeting (on track & above)</th><th colspan="3">Greater Depth</th></tr> <tr> <th colspan="2"></th><th>Baseline</th><th>Spring</th><th>Summer</th><th>Baseline</th><th>Spring</th><th>Summer</th></tr> <tr> <td rowspan="2">Literacy: Comprehension</td><td>Pupil Premium</td><td>100</td><td>75</td><td>75</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Non-Pupil Premium</td><td>88</td><td>86</td><td>86</td><td>7</td><td>13</td><td>13</td></tr> <tr> <td rowspan="2">Literacy: Word Reading</td><td>Pupil Premium</td><td>75</td><td>50</td><td>50</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Non-Pupil Premium</td><td>80</td><td>80</td><td>84</td><td>13</td><td>14</td><td>14</td></tr> <tr> <td rowspan="2">Literacy: Writing</td><td>Pupil Premium</td><td>75</td><td>75</td><td>75</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Non-Pupil Premium</td><td>80</td><td>70</td><td>77</td><td>9</td><td>13</td><td>14</td></tr> <tr> <td rowspan="2">Maths: Number Patterns</td><td>Pupil Premium</td><td>100</td><td>50</td><td>75</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Non-Pupil Premium</td><td>93</td><td>79</td><td>89</td><td>13</td><td>16</td><td>20</td></tr> <tr> <td rowspan="2">Maths: Number</td><td>Pupil Premium</td><td>100</td><td>50</td><td>100</td><td>0</td><td>0</td><td>0</td></tr> <tr> <td>Non-Pupil Premium</td><td>93</td><td>84</td><td>89</td><td>13</td><td>14</td><td>14</td></tr> </table> <p><i>Children's attainment at the end of the academic year 2024-2025 (Y1-Y6):</i></p> <table> <tr> <th colspan="2"></th><th colspan="3">Meeting % (on track & above)</th><th colspan="3">Greater Depth %</th></tr> <tr> <th colspan="2"></th><th>Baseline</th><th>Spring</th><th>Summer</th><th>Baseline</th><th>Spring</th><th>Summer</th></tr> <tr> <td rowspan="3">READING</td><td>All</td><td>77</td><td>75</td><td>79</td><td>35</td><td>32</td><td>33</td></tr> <tr> <td>Pupil Premium</td><td>42</td><td>42</td><td>51</td><td>8</td><td>7</td><td>9</td></tr> <tr> <td>Non-Pupil Premium</td><td>83</td><td>81</td><td>84</td><td>40</td><td>36</td><td>37</td></tr> <tr> <td rowspan="3">WRITING</td><td>All</td><td>72</td><td>70</td><td>71</td><td>21</td><td>23</td><td>24</td></tr> <tr> <td>Pupil Premium</td><td>37</td><td>40</td><td>42</td><td>0</td><td>4</td><td>4</td></tr> <tr> <td>Non-Pupil Premium</td><td>77</td><td>76</td><td>77</td><td>25</td><td>27</td><td>28</td></tr> <tr> <td rowspan="3">MATHS</td><td>All</td><td>82</td><td>76</td><td>79</td><td>30</td><td>27</td><td>28</td></tr> <tr> <td>Pupil Premium</td><td>50</td><td>51</td><td>49</td><td>5</td><td>6</td><td>2</td></tr> <tr> <td>Non-Pupil Premium</td><td>87</td><td>81</td><td>84</td><td>35</td><td>31</td><td>32</td></tr> </table>									Meeting (on track & above)			Greater Depth					Baseline	Spring	Summer	Baseline	Spring	Summer	Literacy: Comprehension	Pupil Premium	100	75	75	0	0	0	Non-Pupil Premium	88	86	86	7	13	13	Literacy: Word Reading	Pupil Premium	75	50	50	0	0	0	Non-Pupil Premium	80	80	84	13	14	14	Literacy: Writing	Pupil Premium	75	75	75	0	0	0	Non-Pupil Premium	80	70	77	9	13	14	Maths: Number Patterns	Pupil Premium	100	50	75	0	0	0	Non-Pupil Premium	93	79	89	13	16	20	Maths: Number	Pupil Premium	100	50	100	0	0	0	Non-Pupil Premium	93	84	89	13	14	14			Meeting % (on track & above)			Greater Depth %					Baseline	Spring	Summer	Baseline	Spring	Summer	READING	All	77	75	79	35	32	33	Pupil Premium	42	42	51	8	7	9	Non-Pupil Premium	83	81	84	40	36	37	WRITING	All	72	70	71	21	23	24	Pupil Premium	37	40	42	0	4	4	Non-Pupil Premium	77	76	77	25	27	28	MATHS	All	82	76	79	30	27	28	Pupil Premium	50	51	49	5	6	2	Non-Pupil Premium	87	81	84	35	31	32
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	<p><i>In the academic year 2024-2025, 5 out of 8 (63%) Pupil Premium children passed the Phonics Screening Check in Year 1. 85% of their non-Pupil Premium peers passed the Phonics Screening check.</i></p> <p><i>In the children's questionnaire completed in May 2025, 82% of children in receipt of the Pupil Premium reported feeling like a successful learner compared to 90% of their non-Pupil Premium peers.</i></p>
2	<p>Records show that Pupil Premium children's attendance is above the national attendance percentage, but it remains consistently lower than their non-Pupil Premium peers' attendance at Wray Common.</p> <p><i>In the academic year 2024-2025, Pupil Premium children's attendance was 93.6%. Non-Pupil Premium children's attendance was 96.3%.</i></p>
3	<p>Records consistently indicate that a high proportion of Pupil Premium children are also on the school's SEND register.</p> <p><i>In the academic year 2021-2022, 35% of children in receipt of Pupil Premium were also on the school SEND register. This increased to 41% in the academic year 2024-2025.</i></p> <p><i>In September 2025, 37% of children in receipt of Pupil Premium were also on the school SEND register.</i></p>
4	<p>In the children's questionnaire completed in May 2025, 89% of children who are in receipt of the Pupil Premium, and 89% of those who are not eligible, reported feeling safe at school. 82% of children in receipt of the Pupil Premium reported that they enjoy school, in comparison to 81% of their non-Pupil Premium eligible peers.</p> <p>However, the children's questionnaire showed that fewer Pupil Premium children felt cared for, and have an adult to talk to about their worries, at school than their non-Pupil Premium peers.</p> <p><i>84% of children in receipt of the Pupil Premium reported feeling cared for at school, in comparison to 88% of their non-Pupil Premium peers. 89% of children in receipt of the Pupil Premium report that they have an adult at school to talk to if they are worried about sometime, in comparison to 91% of their non-Pupil Premium peers.</i></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
<p>Pupil Premium children achieve their academic potential.</p> <p>Pupil Premium children report feeling successful in their learning at school.</p>	<p>Attainment records show that a greater percentage of Pupil Premium children make at least expected progress in Reading, Writing and Maths over time. This will be in line with the National Standard and more in line with their non-Pupil Premium peers.</p> <p>Attainment records show that a greater percentage of Pupil Premium children achieve Greater Depth Standard in Reading, Writing and Maths at the end of the academic year. This will be at least in line with the National Standard for their non-Pupil Premium peers.</p> <p>The proportion of Pupil Premium children achieving the expected standard in the Year 1 Phonics Screening is at least in line with the National Standard.</p>
<p>Pupil Premium children attend school consistently so that they have full access to the curriculum and targeted support, as required.</p>	<p>Records indicate significant improvement in attendance among children who are in receipt of Pupil Premium.</p> <p>The attendance gap between Pupil Premium children and their non-Pupil Premium peers is reduced by 1%</p> <p>This has an observable impact on children's progress in Reading, Writing and Maths.</p> <p>There is an observable impact from targeted support delivered for children in receipt of Pupil Premium.</p>
<p>Pupil Premium attend and achieve well at school because they feel safe and enjoy their learning.</p>	<p>Qualitative data from pupil questionnaires and staff observations indicate improved wellbeing.</p> <p>The number of Pupil Premium children requiring wellbeing support (e.g. EBSA plans, Mindworks referrals, ELSA support, etc.) is in line with that required by their non-Pupil Premium peers.</p>

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: £25,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on adaptive and responsive teaching approaches (2025-2026 focus on checking for understanding)	<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Professional development to support implementation of mastery-based approaches to teaching or feedback.</p> <p>A School's Guide to Implementation EEF</p> <p>Effective Professional Development EEF</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>Preparing for Literacy EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>Feedback EEF</p>	1 / 2 / 3
Ongoing Little Wandle training for staff	<p>Professional development to support implementation of a DfE validated systematic synthetic phonics programme.</p> <p>A School's Guide to Implementation EEF</p> <p>Preparing for Literacy EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p>	1 / 2 / 3
Literacy For All training – to enable ongoing dissemination	<p>Following the appointment of a new English Subject Lead, to ensure ongoing training, support and intervention delivery.</p> <p>Effective Professional Development EEF</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Improving Literacy in Key Stage 2 EEF</p>	1 / 2 / 3
Training for EYFS staff and engagement with the ELCi (Enhanced Language & Communication Initiative) programme	<p>Following successful implementation of the initiative last year, EYFS staff are engaging with support from an Educational Psychologist from the Local Authority to embed strategies and ensure a successful communication environment for all children.</p> <p>Oral language interventions EEF</p> <p>Early language EEF</p> <p>EEF Communication and Language</p>	1 / 2 / 4
Ongoing mentoring and coaching to support the development of high quality inclusive whole class teaching	<p>To support the development of effective teaching approaches and leadership, mentoring and coaching opportunities are provided for teachers.</p> <p>Effective Professional Development EEF</p> <p>NIOT mentoring and coaching - Key Takeaways.pdf</p>	1 / 2 / 3 / 4

Coaching and mentoring for subject leaders		
Ongoing ELSA employment, training and supervision	Supporting the recruitment and retention of teaching staff Improving Social and Emotional Learning in Primary Schools EEF Social and emotional learning EEF	4
Ongoing TA training and support	Supporting the recruitment and retention of teaching staff Deployment of Teaching Assistants EEF Teaching Assistant Interventions EEF Oral language interventions EEF	1 / 2 / 3 / 4

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

Budgeted cost: £37,422

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia licenses	Targeted interventions to support literacy skills. Lexia® Core5® Reading EEF	1 / 3
Little Wandle Phonics and Reading interventions	Targeted interventions to support literacy skills. Phonics EEF Reading comprehension strategies EEF	1 / 3
Resourcing phonically decodable books	Targeted interventions to support literacy skills. Phonics EEF Reading comprehension strategies EEF	1 / 3
Literacy for All	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Targeted interventions to support literacy skills. Phonics EEF Reading comprehension strategies EEF	1 / 3
Behaviour intervention and support SNSP participation	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Behaviour interventions EEF	1 / 3 / 4
ELSA support	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Social and emotional learning EEF	1 / 3 / 4
Teaching Assistant classroom deployment and interventions, supporting high-quality provision within the classroom and/or delivering structured interventions	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Targeted interventions to support literacy skills. Targeted interventions to support language development. Teaching Assistant Interventions EEF Oral language interventions EEF Special Educational Needs in Mainstream Schools EEF	1 / 3 / 4

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

Budgeted cost: £15,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on nurturing approach Engagement of parents in nurturing approach and supporting children's resilience	Working with Parents to Support Children's Learning EEF Parental engagement EEF Improving Social and Emotional Learning in Primary Schools EEF Improving Behaviour in Schools EEF	1 / 2 / 3 / 4
Engage children in enrichment opportunities Allocation of funding to support participation in excursions Priority access for Pupil Premium children to clubs	Aspiration interventions EEF Physical activity EEF	1 / 2 / 4
Attendance monitoring Attendance meetings with parents to explore support strategies to improve attendance and punctuality	The link between absence and attainment at KS2 and KS4 Working together to improve school attendance - GOV.UK	2
EBSA support through TACC	Behaviour interventions EEF Parental engagement EEF Improving Social and Emotional Learning in Primary Schools EEF	1 / 2 / 4

Total budgeted cost: £78,456

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 2024 to 2025 academic year.

Pupil Premium children attend school consistently so that they have full access to the curriculum and targeted support, as required.

**Pupil Premium children's attendance is at least in line with their non-Pupil Premium peers.
Targeted support has an observable impact on children's progress in Reading, Writing and Maths.**

The attendance gap between Pupil Premium and Non-Pupil Premium children's attendance has reduced over time and is above the National Standard:

	2022-2023	2023-2024	2024-2025
Attendance gap	4.32%	4.92%	2.7%

Intervention analysis for all children shows that various targeted support interventions have had a positive impact on Reading, Writing and Maths progress, although it has not had the same effect on attainment.

Pupil Premium children hold high aspirations for themselves and report having positive wellbeing.

Pupil Premium children attend curriculum enrichment opportunities such as school trips and residential in KS2.
Pupil Premium children actively engage in their PSHE learning.
Pupil Premium children's attendance at clubs is at least in line with their non-Pupil Premium peers.
The proportion of Pupil Premium children who report feeling safe, valued, and cared for in school, is in line with their non-Pupil Premium peers.
The proportion of Pupil Premium children who require ELSA support, is in line with their non-Pupil Premium peers.
In the children's questionnaire, all Pupil Premium learners report feeling like successful, motivated learners.

The table below shows the percentage of children who are in receipt of the Pupil Premium (Non-Pupil Premium), who answered yes to the following questions in the children's questionnaire:

	March 2024	May 2025
Do you think you are a successful learner?	97%	82% (90%)
Do you think you are improving in your Writing?	100%	91% (88%)
Is there an adult at school you can talk to if something is worrying you?	98%	89% (91%)
Do you feel cared for at Wray Common?	-	84% (88%)

Pupil Premium children have had the opportunity for 'speedy boarding' for club provision and a discounted offer has been made where possible with external clubs. The 'speedy boarding' process has also been effective in supporting the parents of our vulnerable learners to arrange appointments to meet with Teachers, to understand how their child is progressing in school, and what they can do at home to support them.

<p>Pupil Premium children achieve well academically so that their attainment is at least in line with their non-Pupil Premium peers.</p>	<p>A greater number of Pupil Premium children make at least expected progress so that this is more in line with their non-Pupil Premium peers.</p> <p>End of EYFS, KS1 and KS2 outcomes in Reading, Writing and Maths show that most Pupil Premium children met the expected standard.</p> <p>At least 10% of children achieve Greater Depth Standard in Reading, Writing and Maths at the end of the academic year.</p> <p>Targeted support enables Pupil Premium children to make greater progress.</p> <p>Pupil Premium children benefit from regular reading opportunities both at home and at school (evidenced by children's questionnaire).</p> <p>The proportion of Pupil Premium children achieving the expected standard in the Year 1 Phonics Screening is at least in line with their non-Pupil Premium peers.</p> <p>100% of Pupil Premium children in Year 2, achieve the expected standard in the Phonics Screening re-sit.</p>
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Children's attainment at the end of the academic year 2024-2025 (Y1-Y6):

		Meeting % (on track & above)			Greater Depth %		
		Baseline	Spring	Summer	Baseline	Spring	Summer
Reading	Pupil Premium	42	42	51	8	7	9
	Non-Pupil Premium	83	81	84	40	36	37
Writing	Pupil Premium	37	40	42	0	4	4
	Non-Pupil Premium	77	76	77	25	27	28
Maths	Pupil Premium	50	51	49	5	6	2
	Non-Pupil Premium	87	81	84	35	31	32

End of KS2 data (national):

	Reading			Writing			Maths		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
PP children	70%	88%	58%	63%	71%	50%	60%	65%	58%
Non-PP children	94%	92%	91%	90%	89%	89%	96%	90%	91%
National	73%	74%	75%	71%	72%	72%	73%	73%	74%

In the academic year 2023-2024, at the end of KS2, 63% of Pupil Premium children achieved age-related expectations in Reading, Writing and Maths combined, compared to 45% of Pupil Premium children achieving this nationally.

Phonics Screen Check data – Year 1:

	2022-23	2023-24	2024-25
PP children	43%	86%	63%
Non-PP children	91%	87%	85%

Phonics Screen Check data – Year 2 (data shows the % of those children who completed the check):

	2022-23	2023-24	2024-25
PP children	50%	67%	0%
Non-PP children	67%	100%	38%

Externally provided programmes

Programme	Provider
N/a	