

# 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	ROBERT WILKINSON PRIMARY ACADEMY
Number of pupils in school from	496
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Gail Brown
Pupil premium lead	Donna Bedford
Governor / Trustee lead	Ian Davidson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£85,055
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2024-2025</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£85,055

## Part A: Pupil premium strategy plan

### Statement of intent for the three year plan

At Robert Wilkinson Primary Academy our curriculum is broad, balanced, academic, vocational and aspirational but most of all inclusive.

During their time at our school, children develop knowledge, skills and understanding across a number of subjects to enable them to be lifelong learners. We believe that children should have a wide range of experiences working towards high standards in academic subjects, whilst also widening their horizons and embracing creative arts and sporting opportunities. Children enjoy and are motivated by learning and we are here to encourage and challenge them on their journey irrespective of their background or challenges so that they achieve highly.

We are a large 2-11year old primary school in the village of Strensall with a significant number of children from service families who are primarily based at Queen Elizabeth Barracks. Children from military families are incredibly resilient, but can deal with some unique challenges during their time with us. We aim to recognise these and support the children and their families to adjust to new schools, promote their wellbeing, deal with the redeployment and long term exercise of family members as well as addressing gaps to learning.

High quality adaptive teaching is at the heart of our approach to ensuring that all children achieve highly as this is proven to have the highest impact on closing the disadvantaged gap. Combining this with a strong robust assessment system which seeks to identify gaps in learning and then ensure that support is targeted. Non-disadvantage pupils attainment will also be sustained and improved alongside their disadvantaged peers as a result of this approach.

At Robert Wilkinson Primary Academy we recognise that not all barriers to learning are academic and appreciate the mental health and wellbeing needs of our pupils must also be a priority.

### Challenges

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

Challenge number	Detail of challenge
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1	Attendance rates have a significant impact on learning outcomes. Although significantly below national averages our PA data has increased over the last three years by on average 2% a year. Our analysis shows that there are gaps in learning related to attendance for these children therefore they have not embedded the firm foundations on which to build strong knowledge in line with their peers.
2	Parents and teachers report issues with children's social and emotional development. GLD data has improved over the last three years however in the areas of self regulation, listening attention and understanding and speaking there is a growing % of children who are not meeting the expectation at the end of Reception. Development of expressive language and listening skills are a priority.
3	Key to successful learning is reading and the school places high priority on children learning to read. Little Wandle phonics is the strategy we adopt. The % of children who are meeting the standard has improved over the last three years and continues to be above national. However there remains a gap between disadvantaged and non disadvantaged children.
4	At Key Stage 2 Reading outcomes for disadvantaged children remain below national standards. School information shows that where there is a strong learning partnership with home and school this has a positive impact. Engagement with reading at home means that children are not accessing high quality texts which extend their vocabulary, builds knowledge and promotes imaginative responses.
5	Assessment data shows that the writing attainment is not in line with other subject areas. At the end of Key Stage 2 the gap in writing and EPGS has widened between disadvantaged and non disadvantaged pupils.
6	School information shows that disadvantaged children are less likely to engage with wider school opportunities such as music lessons or after school clubs.

## 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
Attendance tracking shows that the % of PA children has reduced.	PA plans have been delivered. Tracking takes place every half term A structured approach to dealing with those children whose attendance falls below 90% CPOMS audit shows the actions taken to improve attendance of PA children
The % of children who meet the goals of self regulation, listening attention and understanding and speaking has improved.	Wellcom screening at entry Wellcom interventions delivered. Tracking in place to assess progress

Children referred to the WEB team for support, report that they are settled in class and are able to discuss their emotions and know some strategies to use to support themselves.	Plans are in place to support children on the WEB team caseload. Pre and post intervention/support questionnaires show impact of work. Focused support from School WEB team to give teachers support and guidance and support individual pupils where necessary Wellbeing in Mind support for groups, classes and target work as identified by staff. Children are able to access the nest in each classroom. CPOMS records show actions arising from interventions and parental engagement.
The % of disadvantaged children meeting the phonics check has improved. Year 2 children who did not meet the standard at Year 1 do so in Year 2. Less children require the Keep up sessions delivered in school.	Parent phonic sessions held in school are well attended. Targeted sessions for parents of disadvantaged children have been attended and impact tracked Parents are accessing the Little Wandle support materials and children report that parents are supporting them. The Year 2 sessions have been delivered by training staff and there is a measurable impact.
The % of disadvantaged children who met the expected standard in reading at the end of	KS2 has improved and narrowed the attainment gap. Book journals show that there has been reading engagement outside school. Children report that they enjoy reading. Children are able to recommend good reads to their friends.
The gap between disadvantaged children and their peers in reading, writing and maths has narrowed.	Data tracking will show that the % of disadvantaged children at expected standard and above has improved in reading, writing and maths. Intervention records show that children have successfully completed their learning and pre and post tests show impact. Book looks show that there is an improvement in the quality and quantity of children's writing.

## Activity in this academic year 2025-2026

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

**Budgeted cost for 2025-2026    £21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Further develop high quality adaptive teaching so that the needs of all learners are met and attainment further improves.	EEF research shows the difference in learning outcomes for a disadvantaged pupil with an effective teacher versus a less effective one can be equivalent to as much as a <b>whole year's worth of learning</b> . This disproportionately large benefit is why focusing on teaching quality is essential for closing the attainment gap.	1,2,3,4,5
Pupil Progress meetings to conduct gap analysis and identify individuals of small groups who require interventions including the use of Pixl Therapies	EEF reports that on average, individualised instruction approaches have an impact of 4 months' additional progress.  Recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average. In our case Pixl and the associated therapies will provide the analysis and teaching sequence that can be followed by our skilled staff. This will cut down on the amount of time spent on the organisation and allow the time allocated to have the most impact.	1, 4,5
CPD for Little Wandle Keep up sessions and Year 2 programme.  Training and introduction of Little Wandle SEN  Purchase of Collins subscription to ensure children have access to the texts at home.	Synthetic phonics approaches have higher impacts, on average, than analytic approaches.  Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.  The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	3,4

## Targeted academic support

### Budgeted cost for 2025-2026 £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle keep up and Catch up programme delivered by school team.  This will require an investment in resources.	Most studies of phonics are of intensive support in small groups and one to one with the aim of supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.	3
Parent support sessions and resources for Little Wandle phonics and wider reading opportunities.	The Education Endowment Foundation (EEF) views parental engagement as a highly effective strategy for boosting pupil attainment in primary school, but its impact is strongly linked to how schools and parents work together.  The evidence suggests that when implemented effectively, parental engagement can lead to a significant positive impact	4

	<p>on learning. On average, parental engagement strategies are associated with an additional +4 months' progress over the course of a year for primary school pupils. With the impact being particularly strong in the Early Years where it is associated with a boost of up to +5 months' progress in early development.</p> <p>Activities that foster positive parent-child dialogue, such as shared book reading (especially for younger children) and regular, meaningful conversations about learning, have the greatest impact. However the focus needs to be on providing specific practical strategies with resources alongside high-quality, personalised communication from the school.</p>	
Writing feedback sessions for focus group	<p>Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. Supporting the editing of the children's own writing will be the focus</p>	4
<p>Book Talk, comprehension skill development and reading promotion with target upper KS2 group. This will also involve an investment in high quality texts.</p> <p>Delivery of Pixl Therapies on higher order comprehension questions.</p> <p>Focus group for prereading and fluency.</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Building a positive attitude to the reading alongside this will support motivation and engagement.</p>	5
Identify staff to deliver small group support for maths and reading .	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Shine provides a diagnosis following the tests and delivers a specific intervention. This will be accessed through PIXL Club</p> <p>As suggested in the EEF the staff will have time with teachers so that they are well supported and trained in the delivery of the interventions which is likely to increase impact.</p>	3,4,5

## Wider strategies

## Budgeted cost for 2025-2026 £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Track attendance and identify PA pupils each half term.</p> <p>Apply a robust systematic approach to informing parents and issuing plans and notices.</p> <p>Monitor attendance of disadvantaged pupils as a group.</p>	<p>Children need to access the full curriculum in order to make the best progress.</p> <p>EEF research shows that in primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. Research has also shown that children who are not in school can become vulnerable. By improving attendance we improve the opportunities to learn and improve outcomes.</p>	1,2,3,4,5
<p>Weekly WEB team meetings to address and review caseload and develop strategies for children who are referred.</p> <p>Interventions are timetabled for a set period of time. Pre and post intervention assessments are made so impact can be measured.</p> <p>Support is provided for teachers by WEB team for supporting larger cohort issues or how to adjust teaching strategies for children.</p> <p>Resources are provided and signposted for parents and staff.</p> <p>WEB team provide CPD for staff on restorative practice, emotional check ins and well being strategies.</p> <p>Accredited Drawing and Talking staff to support identified children with a piece of direct work</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year according to EEF research. They further identified that this finding, however, has very low security, so it is important that as a school we should monitor the quality and impact of this. With our highly trained staff we feel this is a strong strategy to adopt.</p> <p>These sessions do however have a proven impact on the learning behaviour of the children involved and their peers as there is a reduction in the periods of low (and sometimes high) levels of disruption.</p>	2,3
<p>Children are able to attend after school activities and visits paid for by the grant to develop their social skills and widen their opportunities.</p>	<p>Whilst the evidence on EEF focuses on academic outcomes there is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	2

## Total budgeted cost: £ 87,000

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.

For the third year running our Phonics scores have improved and are above national with 90% meeting the standard. Children in receipt of pupil premium received additional TA led support resulting in 66% meeting the standard. There is still work to do to further narrow this gap.

As a result of our graduated and relentless approach to tackling school attendance it remains above national at 96.3% with a persistent absence rate of 5.1%. In comparison children who were subject to Pupil Premium the average is 95.1% which is also above the national average.

This year's school based data show that the gap between children who are disadvantaged and those who are not is closing up to the end of year 4 as a result of the impact of our school improvement work. However in all three subjects this widens in Years 5 and 6. This is the area for improvement for the coming academic year.

The WEB team continues to provide vital social and emotional support for a growing number of our children. Our assessments and observations show that children who have received support are more able to self regulate in class. This is further supported by parent feedback and our pupil survey outcomes. Our younger children particularly are accessing support to build their resilience and emotional regulation. These are vital to establish firm relationships with their peers and to build strong attitudes to learning.