2023-26 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	Wigginton Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-26
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Laycock
Pupil premium lead	Paul Laycock
Governor / Trustee lead	Robert Lister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£25,550

Challenges

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

Challenge number	Detail of challenge
1	Some pupils who left Reception below age-related expectations, did not meet age related expectations at Key Stage 1.
2	Writing and maths progress for pupil premium pupils is below national average. The impact of Covid-19 has exacerbated this.
3	SEMH issues for some individual pupils (some eligible for PP) is having a detrimental effect on their academic progress and that of their peers.
4	Additional needs of pupils with SEN and vulnerability
5	Lack of parental engagement in supporting pp children with academic progress

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
Review and enhance the teaching of reading, phonics and spelling to create confident learners.	High rates of progress with phonics and reading data. Interventions impact on rate of progress.
Higher rates of progress across KS2 for pupils eligible for PP. in reading, writing and maths.	High rates of progress with data for pupils eligible for PP. Interventions impact on rate of progress.
Behaviour strategies and interventions implemented to support pupils SEMH.	Pupils are well-regulated in order to access learning in the classroom.
Additional resourcing/training provided to ensure pupils are able to access the whole curriculum	Teaching strategies to engage all pupils in their learning are evident across the curriculum, enabling pupils to access learning.
Increased opportunities to meet staff and for further discussion in accordance with needs of the families.	Parents/carers of pupils eligible for PP regularly attend school events: parent consultation, workshops, Meet the Teacher, productions. Pupils are engaged in the wider curriculum opportunities.

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: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Disadvantaged Pupils training Staff training (£1,200) Fortnightly SLT monitoring of pupil premium children's learning: 3 x Pupil Progress Meetings 6 x book scrutinies 2 x observations per teacher 3 x curriculum learning walks 6 x SEN learning drop-ins Coaching and team-teaching (£4940)	The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Trauma-informed practice (TIP) has a positive impact by improving engagement, fostering empowerment, and promoting healing for trauma survivors, while also benefiting staff through increased empathy, reduced burnout, and greater job satisfaction.	1,2,4
Phonics and reading training (£300) Monitoring (cost included above)	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. (EEF)	1,2,4
Mastery of Number Programme from NCETM: daily short-burst mathematics building and embedding number facts and different representations of	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF)	1,2,4

EYFS-KS1 number sense.		
Inclusive curriculum training: all staff training day (whole school training £300)	The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact	1,2,4
Oracy programme: teaching staff training; curriculum redevelopment; English sequence of learning; assessment processes. £680 (intervention cost below)	Training provided by Pathfinder Teaching School to support oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	
Writing Framework CPD - leader training and whole staff training day. £800	The new Government Writing Framework provides schools with an evidence-based, practical guide to improving pupil writing, especially for disadvantaged pupils, by establishing a consistent, high-quality approach that builds on the Simple View of Writing principles of transcription and composition.It is important to identify the pupils who need additional support with writing as early as possible, from reception onwards. Teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.	1,2,4
Evidence-based CPD for York Primary Schools - removing barriers for more able	Training focused on disadvantaged pupils improves their attainment by addressing factors like learning loss, providing targeted academic support,	1,2,4

children who encounter disadvantage (YSJ in conjunction with NACE) £680	building essential school skills such as speaking and listening, fostering a sense of belonging, and ensuring access to high-quality teaching and educational resources. This training helps to reduce the educational attainment gap, enhances overall well-being and long-term prospects for these pupils, and promotes educational equity.	

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

Budgeted cost: £7660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring: phonics, maths, speech and language (£2,180)	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. (EEF)	1,2,4
Small group reading interventions each year group (£2,880)	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction. (EEF)	1,2,4
S&L training (Early Talk for York and More Talk for York program), assessments and interventions (£2600)	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	2, 4

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

Budgeted cost: £8562

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA (£5,835)	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.	3,4
Attendance tracking and support (£400)	Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)	3,5
Behaviour training and de-escalation training for staff (£500)	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	3
OPAL wellbeing Play Leader training (£420)	Evidence suggests greater engagement in a range of movements, increased prosocial behaviour and reduction in conflicts and the development of social and emotional skills; better problem-solving skills, self-regulation and self-confidence; reduced stress, boredom and injury; better attention and on-task behaviour in class; and positive parent reactions. (The Case for Play, Play England)	3,5
Lunchtime Sports Club (£527)	To support pupils with structured games, enabling them to participate and develop social skills.	3,5
Inclusion and equality of opportunity (£880)	Strategies such as providing uniform and access to trips are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	3,5

Total budgeted cost: £27,082

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 2022 to 2023 academic year.

1. 22-23 End of KS2 attainment		
	Pupils eligible for PP - 1 pupil (GDS)	*Pupils not eligible for PP - (GDS)*
Percentage at Expected (Exp+) in Writing	100% (0%)	86% (33%)
Percentage at Expected (Exp+) in Maths	0% (0%)	88% (26%)
% change in progress in reading	-5.02	-1.38
% change in progress in writing	+5.63	+2.09
% change in progress in maths	-3.92	-0.22

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

2. 23-24 End of KS2 attainment		
	Pupils eligible for PP - 2 pupils (GDS)	*Pupils not eligible for PP - (GDS)*
Percentage at Expected (Exp+) in reading	50% (0%)	83% (43%)
Percentage at Expected (Exp+) in writing	50% (0%)	80% (23%)
Percentage at Expected (Exp+) in maths	50% (0%)	83% (23%)
% change in progress in reading	No KS1 data COVID-19	No KS1 data COVID-19
% change in progress in writing		
% change in progress in maths		

1. 24-25 End of KS2 attainment		
	Pupils eligible for PP - 2 pupils (GDS)	*Pupils not eligible for PP - 30 pupils*

		(GDS)
Percentage at Expected (Exp+) in reading	50% (0%)	90% (60%)
Percentage at Expected (Exp+) in writing	50% (0%)	93% (40%)
Percentage at Expected (Exp+) in maths	50% (0%)	87% (43%)
% change in progress in reading	0.0	No progress calculation due to COVID-19
% change in progress in writing	+0.8	
% change in progress in maths	+0.85	

3. 25-26 End of KS2 attainment		
	Pupils eligible for PP - 2 pupils (GDS)	*Pupils not eligible for PP - 37 pupils (GDS)*
Percentage at Expected (Exp+) in reading	50% (0%)	84.6% (38.5%)
Percentage at Expected (Exp+) in writing	50% (0%)	74.4% (35.9%)
Percentage at Expected (Exp+) in maths	50% (0%)	74.4% (30.8%)
% change in progress in reading	-3.62	-0.04
% change in progress in writing	-2.05	1.14
% change in progress in maths	-3.67	-1.85

Intended outcome	Evaluation
Review and enhance the teaching of reading, phonics and spelling to create confident learners. Create a vocabulary and knowledge-rich curriculum	2023/24 Pupils eligible for PP in Reception class made rapid progress by the end of the year - all pupils eligible for PP met age related expectations. 2024/25 Pupils all made at least expected progress in reading. All Y1 pupils able to access the PSC passed. (67% of PP pupils)
Higher rates of progress across KS2 for pupils eligible for PP. in reading, writing and maths.	2023/24 Pupils eligible for PP (including those identified as high ability) made as much progress as 'other' pupils identified with similar prior attainment, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the cluster. Exceptions to this positive progress were in maths, including one pupil with complex needs. 2024/25 Pupil Progress Reading= 100% Writing= 57% Maths= 100% 2025/26 Pupil Progress Reading = 79%

	Writing = 74% Maths = 74%
Behavioural issues of pupils addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Attendance for PP pupils in line with rest of school.
Additional resources provided to ensure pupils with SEN are able to access the curriculum	Evidence of progress for pupils with SEN through support and resourcing.
Increased opportunities to meet staff and for further discussion in accordance with needs of the families.	Pupil premium children engaged in school life and parents supported.