

Sebert Wood Primary School

Pupil Premium Strategy Statement 2025-2026



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	Sebert Wood
Number of pupils in school	399 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils, inc. Service children	16.5 % (66)
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	James Tottie
Pupil premium lead	James Tottie
Governor / Trustee lead	Phillip Dale

Funding overview

Detail	Amount
Disadvantaged pupils	£59,656
Service pupils	£8400
Adopted pupils	£2530
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	£70,586

Part A: Pupil Premium Strategy Plan

Statement of intent

All members of staff and the governing body at Sebert Wood Primary accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills to fulfil their potential and have a successful future.

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

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.

Challenges

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

Challenges to future attainment (for pupils eligible for PP)	
A.	Limited speech and language skills which impacts on learning
B.	Reading skills - poor phonic skills, lack of reading fluency and limited comprehension skills
C.	Gaps in learning - writing (including SPaG and handwriting)
D.	Gaps in learning - maths
E.	Special Educational Needs and Disability
F.	Social, emotional and mental health difficulties that impact on learning

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
A.	Pupils develop and use language effectively and widely to express themselves.	Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in both speech and written forms. This can be seen in the monitoring process undertaken by school. They understand a wide range of vocabulary in both spoken and written forms allowing them to understand and access a wide range of both curriculum and wider life experiences.
B.	Pupils develop and use phonic knowledge effectively to read fluently and accurately and improve comprehension skills. - Pupils read widely and for enjoyment. - Pupils can answer a range of question types (e.g., retrieve; infer, deduce, predict) in a range of text types and genre (e.g. short stories; procedural; recount; information; diary).	- Pupils progress quickly in phonics. - Pupils make rapid progress to achieve or exceed their end of year expectations. - Pupils have a reading age that is equal to or above their chronological age. - Pupils progress quickly through Accelerated Reader levels. - Pupils achieve high scores in NFER assessments. - Pupils are reaching the expected standard or above in Y6 Reading SATs.
C.	To address identified gaps in learning to improve and develop pupils' writing skills. - Pupils have excellent composition skills – they can articulate ideas well and can structure them effectively in various types and genre of writing. - Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation. - Pupils can proofread and edit their work effectively - Pupils can manipulate simple tools and demonstrate improved pencil control. - Pupils demonstrate the correct formation, orientation, and size of letters. - Pupils demonstrate legible, joined handwriting - Pupils are confident and accurate in their use of vocabulary, grammar, and punctuation.	Pupils develop and can use language to express themselves clearly using appropriate vocabulary and grammatically correct sentence structures in written forms. This can be seen in the monitoring process undertaken by school. They understand the writing process and can write legibly. Pupils are reaching the expected standard or above for their year group and meeting the end of KS2 Writing expectations.
D.	To address identified gaps in learning to improve and develop pupils' maths skills. - Pupils understanding of and confidence in maths is increased through a mastery approach. - Pupils have good arithmetic skills - Pupils can reason and problem solve	Pupils will increase in confidence in maths and show this in their arithmetic skills and confidence to tackle and solve more complex mathematical problems in a range of ways, as shown in summative and formative assessments. This can be seen in the monitoring process undertaken by school. Pupils achieve age related expectations for their year group, 25/25 in MTC and meet or exceed the end of KS2 Maths expectations.

E.	Pupil Premium pupils with SEND can access the curriculum and achieve their best through personalised learning (where necessary), differentiated learning and identified gaps in learning which are addressed through targeted support in class.	Pupils with SEND are making good progress in their learning through targeted support and assessments and monitoring by the SENDCo demonstrates this.
F.	• Identified pupils can access learning in class because their physiological, safety, belongingness and esteem needs are met. • Pupils are more willing to learn. • Pupils listen attentively in class and follow instructions well. • Pupils adhere to the school's behaviour expectations. • Pupils have developed social skills. • Pupils are self-confident, able to face challenges and can work independently.	Pupils are ready to learn in class without the need for formal intervention. Number of interventions to ensure pupils are ready to learn is reduced. • Fewer behaviour-related incidents are reported. • Pupils have increased self-esteem, improved listening skills and expressive language abilities. • Pupils are willing to undertake challenges with minimal or no adult support.

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.

Planned expenditure 2025-26				
Objective: Accelerate progress and attainment in Maths and English We aim for all PPP to make at least expected progress in Maths and English, therefore raising attainment in both subjects.				
QUALITY OF TEACHING FOR ALL AND TARGETED SUPPORT				
ENGLISH: Phonics / Reading / Writing / SPaG				
Addressing challenge...	Item/what we are doing	Evidence/rationale that supports this approach	Target audience	Intended outcome
A	Use Speech Therapists to identify pupils who have Speech and Language issues.	Recommended by Speech Therapists	EYFS/KS1/KS2	Limited speech and language skills identified, referrals for speech therapy made, targeted interventions and support given. Measure: EYFS Baseline assessments and Pre and post intervention data.
B	Teach synthetic phonics using <i>Little Wandle</i> daily in EYFS & KS1. Interventions and targeted support given as required.	Systematic synthetic phonics is the DfE's chosen approach to teaching children to read. The <i>Little Wandle</i> programme fulfils the DfE's core criteria and has a successful track record in schools across the UK.	EYFS and KS1	Pupils are making expected or accelerated progress in phonics. Y1 results in the Phonic Screening Check (minimum) are at or above national average (88% 2025). Measure: Progress data from baseline assessment in September and at key points in the term made by the Reading Lead.

B	Using NFER assessments to identify gaps in Reading. Targeted support reading therapies.	NFER is an established system of assessment allowing gaps to be identified.	PPP in Year 1 to Year 6. PPP with high priority and identified by teachers as vulnerable to lack of progress/wide gap between current attainment and ARE/expected outcomes based on prior attainment.	Attainment of PPP is raised in Reading because of targeted interventions. Measure: Pre and post intervention data. Termly progress data and end of year data
B	Use <i>Accelerated Reader</i> to enable pupils to read texts at the appropriate reading level. Pupils to be heard read in school individually and through whole class guided reading.	Teachers monitor what pupils are reading. Research shows that pupils who read at least 20 minutes a day with a 90% comprehension rate (average percentage correct) on <i>Accelerated Reader</i> quizzes see the greatest gains.	Year 3 to Year 6 PPP	Attainment of PPP is raised in Reading as a result of teacher monitoring of reading and whole class guided reading. Fluency rate increases on half termly assessments. Aim to get 110 words in KS2. Measure: Progress from the September baseline Star Reader tests. Termly progress data and end of year data.
C	Use <i>The Write Stuff</i> scheme of learning to develop pupils' vocabulary, sentence construction and editing skills.	<i>The Write Stuff</i> approach is proven to support and develop children's vocabulary and writing skills.	EYFS to Year 6	Attainment of PPP is raised in Writing as a result of high-quality teacher modelling and scaffolding aligned to meaningful, creative experiences which spur pupil imagination. Measure: Termly progress data and end of year data – writing evidence in pupil books and pupil perceptions.

C	Use NFER Grammar, punctuation, and spelling assessments, and therapies to target those in need to improve the writing skills of PPP children. Extra support in class for writing skills, including SPaG, provided by TA support. Extra handwriting practice and fine motor control exercises supported by TA support.	NFER is an established system of assessment and interventions used nationally with proven results in raising attainment and pupil progress.	Year 3 to Year 6 PPP	Attainment of PPP is raised in English Writing because of targeted interventions. Measure: Pre and post intervention data. Termly progress data and end of year data – writing evidence in pupil books.
Mathematics: Arithmetic / Reasoning and Problem Solving				
Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
D	Use <i>White Rose Maths</i> to teach daily maths lessons covering all aspects of maths, developing arithmetic, calculation, reasoning and problem-solving skills.	<i>White Rose Maths</i> mastery approach used in primary schools nationally and is recognised and recommended by the DfE as a maths scheme that raises standards in mathematics. We use the pupil workbooks in KS2.	EYFS to Year 6	Attainment of PPP is raised in Maths because of high-quality teaching and targeted support for those who are at risk or fall behind. Measure: Termly progress data and end of year data. Work in pupil books.
D	Use <i>Mathletics</i> in KS2 to allow pupils to practise and consolidate personalised maths learning at home and in school (linked to <i>White Rose</i> lessons and units).	<i>Mathletics</i> is an online maths learning platform, linked to the <i>White Rose Maths</i> units taught in lessons.	KS2	Teachers can monitor the learning of individual pupils and use this to assess the progress made through the programme and use the data generated to inform gaps in learning and what targeted support is required. Measure: Termly progress data and end of year data. Work in pupil books.

D	Use NFER arithmetic and reasoning maths assessments, and therapies to target those in need to improve the mathematical skills of PPP children	NFER is an established system of assessment and interventions used nationally with proven results in raising attainment and pupil progress.	Year 1 to Year 6 PPP	Attainment of PPP is raised in Maths because of targeted interventions. Measure: Pre and post intervention data. Termly progress data and end of year data –evidence in pupil books.
D	Use White Rose <i>Maths TA Hubs intervention</i> programme for pupils in Years 1-6	They are for children, who need support to understand the number system and develop fluency with number facts.	Year 1 to Year 6 PPP	Attainment of PPP is raised in Maths because of targeted intervention. Measure: Pre and post intervention data.
D	<i>Times Table Rockstars</i>	Mastery approach encourages the development of procedural learning with an increased focus on knowledge of times tables.	Year 2 to Year 6	To improve children's rapid recall of their times tables and their maths confidence in using their multiplication skills. Measure: Mental arithmetic and times tables tests. Year 4 Multiplication Check in June.
Targeted adult support for PPP and PPP with SEND:				
A, B, C, D, E	PPP to receive targeted and general adult support with learning. Teaching Assistants will run interventions.	Pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	Attainment of PPP is raised because of targeted support for those who are at risk or fall behind. Measure: Intervention data, termly progress data and end of year data. Work in pupil books.
E	PPP with identified SEND needs in English and maths to receive extra adult support in class.	SEND pupils receiving extra adult support builds confidence, boosts self-esteem and enables pupils to make progress in their learning.	EYFS to Year 6	Attainment of PPP is raised because of targeted support for those who are at risk or fall behind. Measure: Termly progress data and end of year data. Work in pupil books. Learning plan and EHCP outcome reviews.
Budget cost for: ➤ Quality of teaching for all and targeted support				£40,000 (includes new Little Wandle books)

Wider Strategies				
Objective: Well-being and Social & Emotional needs of children are met.				
Addressing challenge...	Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
F	Provide emotional and well-being support via the Pastoral support team (ELSAs and Mental Health Champion) to PPP: - to develop confidence and self-esteem - run nurture groups and social groups - provide behaviour support to individuals. - work with SES for identified PPP.	Recommendations from Educational Psychologist / Specialist Teaching Service for PPP.	EYFS to Year 6	Pupils supported by the Pastoral support team are able to engage appropriately in class and are making progress in their learning as a result of the intervention and support provided. Measure: CPOMs records, termly progress data and end of year data. Work in pupil books.
Budget cost for: ➤ Well-being and Social & Emotional needs of children are met.				£15,000

Objective: Enrichment

We aim to ensure that all PPP have the same opportunities as their peers leading to raised self-esteem, positivity and engagement in their holistic growth and development.

Item/what we are doing	Evidence/rationale	Target audience	Intended outcome
- Year 4 are provided with specialist music tuition as part of our school offer. PPP and those currently claiming FSM are offered part funded 'Continuation' music lesson tuition in Year 5 on a case by case basis. - Match funded spaces available with Rocksteady Music tuition	Records indicate that only a small percentage of PPP take up additional music lessons and learn to play a musical instrument.	Years 5 and 6	Raised self-esteem and confidence. Increased numbers of PPP participating in music lessons. Measure: Levels of participation compared with previous year.
- PPP and those currently claiming FSM offered part funded school trips/residentials on a case by case basis. - Monitor school trips/residentials attended by FSM and PPP	Previous lack of awareness around the support available has led to lack of participation on school trips and residentials by PPP.	PPP	All PPP can attend school trips if they wish to do so with no financial constraints. Measure: School trip register
Purchase revision guides for all PPP in Year 6.	Parents, children and teachers are able to share the expectations of the year 6 SATS. Engagement levels are increased, and tasks can be easily set between home and school.	Year 6	Increased understanding of how to support children at home. Improved home school relationships. Increased attainment in maths and English. Measure: End of year data
Monitor the attendance and punctuality of PPP and follow up quickly on issues. First day response provision.	We cannot improve PPP progress and attainment if they are not attending school regularly. Evidence shows that addressing attendance is the key step. PP children need to be ready for the start of school and not arriving late.	PPP in EYFS to Y6	Pupils eligible for PP to have high attendance rates and low incidents of punctuality. This can be seen in the monitoring process undertaken by school. Measure: Daily attendance data

Budget cost for: ➤ Enrichment	£15586
Total budget costs	£70,586

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.

1. Review of expenditure			
Previous Academic Year		2024-2025	
Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
A) Social, emotional and mental health difficulties- lack of confidence and resilience	Inclusion team/ELSA worked with a wider range of pupils.	Mental health concerns were addressed and pupils displaying greater resilience.	ELSA team and Mental Health Champions provision to be further developed for 2025/26.
B) Specific learning needs for identified children, including difficulties with cognition and learning/specific literacy difficulties	SENDCo supported staff in identifying possible learning difficulties and formal assessments (<i>Rapid</i>) utilised. SMART targets used in Learning Plans and Plan-Assess-Do-Review approach taken.	Barriers to learning quickly identified and adult support/interventions put in place to target gaps in learning.	SENDCo utilising <i>Insight</i> to improve monitoring of SEN pupils and ensure learning plans shared with parents/carers.
C) In KS2, some of pupils are hard lacking motivation in writing activities	Implementation of ‘The Write Stuff’ which ensured use of high-quality texts to inspire and motivate all pupils.	Short ‘chunks’ of writing with high quality teacher modelling enabled pupils to make good progress in the interventions.	‘The Write Stuff’ scheme of learning implemented across the school to develop whole class teacher modelling and scaffolding.
D) Across all age ranges some pupils lack specific key number skills required to reach Age Related Expectations	Success@arithmetic programme used in specific year groups	Small group interventions focused on increasing pupil confidence with the four main operations.	Staff trained in programme no longer working at the school so WR programme to be utilised in its place.

