

Pupil Premium Strategy Statement 2025-2026

This statement details Wymondham College Prep 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	7% (29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement each academic year)	2025 - 2026 2026 - 2027 2027 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Underhill, Headteacher
Pupil premium lead	Simon Underhill, Headteacher
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,420
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£38,420

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

To foster a learning community of life-long learners, knowing who they are, how they can flourish, having experienced a connected curriculum through local, national and global perspectives.

We are an inclusive school who puts community at its centre, working to help it grow and thrive by feeding into it, giving our pupils the best possible outcomes and opportunities as they develop and learn.

At Wymondham College Prep School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. We ensure pupils have excellent teachers who provide a first-class education through our carefully sequenced knowledge-enriched curriculum and an exceptional range of personal development opportunities to enrich their schema of the world and life experiences.

We aim to support pupils in receipt of Pupil Premium to overcome the varied and complex barriers and challenges that they might face. In particular we want to allocate funding for three key areas:

- Raising the attainment of disadvantaged pupils and diminishing the difference with their peers
- Providing funding to support Looked After Children, Previously Looked After Children and children who receive Free School Meals can access enriched curriculum activities, trips and experiences
- Supporting pupils with parents in the Armed Forces to help mitigate the negative impact on service children of family mobility or parental deployment

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence-based sources of information:

- ❖ The EEF Guide to Pupil Premium
- ❖ Pupil Premium Tiered Model and Menu
- ❖ The EEF Moving Forward, Making a Difference
- ❖ Education Endowment Foundation Teaching and Learning Toolkit
- ❖ Our professional experience
- ❖ Our knowledge of our school's context

From these sources we have identified the following priority areas for spending:

High Quality Teaching

- Professional Learning training to develop high quality teaching and learning from both Class Teachers & Teaching Assistants; both deliver 1. the

highest quality whole class teaching and learning offer that target disadvantaged pupils 2) effective and impactful interventions designed to close gaps in Disadvantaged pupils' attainment.

- Curriculum resources that have a proven record of impact on standards. In working with Class Teachers and Teaching Assistants and Senior Leaders, the use of these resources will narrow the attainment gap between Disadvantaged Pupils and all others.
- Pupil Progress Meetings, Appraisal, Coaching and Learning Visit feedback drive a relentlessness in closing gaps between Disadvantaged pupils and all other pupils.

Targeted Academic Support

- Embedding assess/plan/do/review systematic approaches to the delivery of intervention programmes to support diminishing the difference in attainment gaps in core subjects
- Activities and resources that support the needs of disadvantaged pupils are provided to close gaps in attainment

Wider Strategies

- Develop systems and processes to support high attendance
- Financial support to access all elements of the curriculum e.g. trips, workshops
- Pastoral support linked to high expectations on behaviour, routines and school culture to support pupils' SEMH, their sense of belonging, wellbeing and relationships
- Provide a rich and varied *Enriched Curriculum Activities* after school programme to develop the whole child

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Reading than their peers. Upon entry into the school, we have identified a trend of our PLAC pupils being below age-related expectations compared to other pupils, many of whom struggle to learn to read fluently through our use of synthetic phonics, despite intensive catch up interventions.
2	Internal and external assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. The gap in disadvantaged pupils fluency in the recall of number facts has narrowed so further attention needs to be given to supporting these pupils use and apply these skills into their reasoning and problem solving.
3	Internal and external assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. With improvements in Pupil Premium pupils' reading ability, their cognitive load is naturally reduced which could therefore impact positively on writing outcomes with the right, targeted support.

4	Internal observations, discussions with pupils, parents and staff have identified social and emotional barriers in disadvantaged pupils, notably in their emotional regulation and ability to successfully socialise with their peers. Pupils who have experienced Adverse Childhood Experiences, early trauma and attachment barriers struggle in their play which then naturally translates into the classroom where important learning attributes of resilience, grit, determination, motivation and perseverance are lacking.
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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
To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils.	<ul style="list-style-type: none"> the gap between PPPs results of summative assessments in the core subjects will close over time compared to non-PPPs PPPs will make accelerated progress to ensure they are making the same rates of progress compared to non-PPPs
To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers	<ul style="list-style-type: none"> tracking of PPPs phonics results and/or reading ages and/or reading scaled scores and/or comprehension results will show a closing in the gap compared to non-PPP
To ensure Pupil Premium pupils have fair access to extracurricular activities and after-school <i>Enriched Curriculum Activities</i>	<ul style="list-style-type: none"> PPPs attending activities, ECAs, residentials and trips is proportionate to non-PPPs
To ensure that Pupil Premium pupils are better able to regulate their behaviour and choices and develop their social, emotional and mental wellbeing so they are increasingly regulated in their play and in the learning environment	<ul style="list-style-type: none"> the number of PPPs' behaviour incidents compared to non-PPPs diminishes over time as by using a baseline SEMH assessment, measure the impact of intervention over time

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,800.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention and recruitment of Teaching Assistants to support teaching and learning of an inclusive whole class offer and impactful interventions to close attainment gaps.	<p>Effective use of teaching assistants and the impact they can have in schools.</p> <p>The positive impact of TAs on outcomes can be evidenced in the following publications EEF Unison Gov</p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 - 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p>	1 2 3
Contribute to the cost of raising achievement in the curriculum through the purchase of resources to support improvements in standards of teaching and learning	<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>DfE Focus on high quality teaching, especially for disadvantaged pupils found here</p>	1 2 3

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

Budgeted cost: £1967.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use resources to aid teaching and learning and assessments to baseline, intervene and assess progress in core subjects	<p>Activities and resources that support the needs of disadvantaged pupils</p> <p>Assessments allow schools to baseline pupils and also gives teachers an understanding of the starting point of pupils.</p> <p>The EEF guide on <i>Improving Literacy in KS2</i> evidences a positive impact on pupils' fluency in reading through such approaches as guided oral reading instruction where a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback. This may also include assisted reading strategies such as paired reading and use of technology. The purchase of appropriate books to use in this process will support pupils' reading development</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: £6651.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchases and financial support for Pupil Premium Pupils in order to access:</p> <ul style="list-style-type: none"> * equipment * uniform * trips * residentials * clubs delivered by external (paid) providers * music lessons 	<p>Equipment to enrich and enhance curriculum activities, after school <i>Enriched Curriculum Activities (ECAs)</i>, including sports, outdoor activities, arts experiences, culture and trips</p> <p>School uniform assistant details from EEF found here Arts participation and extra-curricular activities are included to enhance the learning and aspirations of pupils more information found here</p> <p>Contribution to trips and visits ensure PP pupils can engage and take part in the schools whole child 'Prep Life' offer.</p>	4
Support monitoring and progress in pupils mental health and wellbeing	<p>Embed the use of resources and approaches to support Pupil Premium pupils with maintaining and improving mental health</p> <p>Information provided from assessments, resources and approaches adopted improves teacher-understanding of specific pupils' needs, strengths, weaknesses, emotions and behaviours. More information can be found here and here</p>	4

Total budgeted cost: £38,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils from 2024 - 2025 academic year

	Pupil Premium strategy and targeted use of funding had maximum impact on this year's cohort of disadvantaged pupils.
	Pupil Premium strategy and targeted use of funding had some impact on this year's cohort of disadvantaged pupils.
	Pupil Premium strategy and targeted use of funding had minimum impact on this year's cohort of disadvantaged pupils.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,125

Aim	RAG Rating	Outcomes	Next Steps
Retention and recruitment of Teaching Assistants to support teaching and learning		Whole School Reading Attainment 2024-2025 - 83% of the school met the Expected Standard + for Reading - 76% of Pupil Premium pupils met the Expected Standard + for Reading = 7% gap	Investment in resources for an aligned 'whole class' reading approach for Year 2 and Year 3 we believe will have a positive impact in narrowing the gap further over the coming few years.
		Whole School Writing Attainment 2024 - 2025 - 76% of the school met the Expected Standard + for Writing - 49% of Pupil Premium pupils school met the Expected Standard + for Writing = 27% gap	Closing the attainment gap for between different groups of writers is the whole school <i>appraisal</i> target for all staff for 2025-2026. Whole school focus on reworking our approach to teaching and learning writing

		Whole School Mathematics Attainment 2024 - 2025 - 85% of the school met the Expected Standard + for Writing - 59% of Pupil Premium pupils school met the Expected Standard + for Writing = 26% gap	Research and consider the use of a structured maths intervention scheme of work if a staffing model and cycle can be guaranteed. Carry out more detailed analysis as to what the specific barriers are e.g. recall, not ready to progress, reading, reasoning skills lacking?
<u>Reflection on the Challenge</u> This year, 15/34 Pupil Premium pupils, 44% of our Pupil Premium pupils are also on the SEND register. We do not have a Teaching Assistant in every class and most are assigned to work with our highest need SEND EHCP pupils who require a 1:2:1 level of support. The following shows the number of Pupil Premium Pupils in each cohort on the SEND register. Year 1: 4/6 = 67% Year 2: 2/4 = 50% Year 3: 2/5 = 40% Year 4: 2/6 = 33% Year 5: 0/4 = 0% Year 6: 4/7 = 57% We will reflect and plan how targeted intervention from the adult resource we have can better support the closing of gaps for these pupils.			
Contribute to the cost of raising achievement in the curriculum through training of teachers and the purchase of resources to support improvements in standards of teaching and learning		Year 1 Phonics Test 2024-2025 - 85% of the cohort passed the standardised test - 33% (2 out of 6) of Pupil Premium pupils in the cohort passed the standardised test. Year 2 Phonics Test Retake 2024-2025 - 25% of the cohort passed the retake of the standardised test - 0% (1 out of 4) of Pupil Premium pupils in the cohort passed the retake * this Pupil Premium child is also on the SEND register	Consistently over the last 3 years, a large proportion of Y1 Pupil Premium pupils have bene on the SEND register (this year 67%). We have identified that despite intensive phonic interventions, for some children their reading fluency does not improve. We are going to try a Gestalt whole word reading approach to assess if this has an impact.

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

Budgeted cost: £4,755

Aim	RAG Rating	Outcomes	Next Steps
Use of resources to aid teaching and learning and assessments to baseline, intervene and assess progress in core subjects		Automaticity of Number Facts 2024 <u>Times Tables Y2 - Y6</u> All Pupils = 80.75% Pupil Premium = 71.75%	The use of <i>Times Table Rock Stars</i> and <i>Numbots</i> , and introduction of SET Times Table recall assessments, has helped close the gap. Continue to embed across the school and carefully track individual Pupil Premium pupils. * despite this success, this has not impacted on overall standards in Mathematics - see p.9
		Automaticity of Number Facts 2024 <u>Number Bonds Y1 - Y3</u> All Pupils = 84% Pupil Premium = 74%	
		Fluency Reading 2024 All Pupils = 122.9 Pupil Premium = 95.2	We are assessing the fluency of reading of pupils in KS2 and only tracking the children who are still reading using a scheme reader. The gap of presented of words read per minute between pupil premium pupils and all others is not significant but there is room for improvement * the investment in Big Cat scheme reader books for LKS2 and Barrington Stokes High Content Low Level books have supported the narrowing of the gap * this result does not reflect the success in closing the gap in Reading - see p.8

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

Budgeted cost: £3020

Aim	RAG Rating	Outcomes	Next Steps
<p>Purchases and financial support for Pupil Premium Pupils in order to access:</p> <ul style="list-style-type: none"> * equipment * uniform * trips * residentials * clubs delivered by external (paid) providers * music lessons 		<p>Pupil Premium pupils benefitted from financial support towards the cost of the following experiences across the school</p> <ul style="list-style-type: none"> * Music Instrumental Lessons * Cookery ECA * LAMDA ECA * Dodgeball ECA * Gymnastics ECA * Coding ECA * TAG Rugby ECA * Going on the Young Voices trip to the O2 * Going on the Panto trip to Norwich Theatre Royal * Residentials of Y3/4/5/6 * Class trips * Resources for Services pupils' <i>Bluey Club</i> 	<p>Continue to support families through clear communication that we can support if it is needed - as far as the budget will stretch, we are committed to trying to prevent any Pupil Premium child missing out as a result of financial hardship.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Phonics	Wandle Learning Trust
Big Cat Books & Assessing Reading Fluency	Collins
The Write Stuff	The Learning Space
TTRS & Numbots	Maths Circle Ltd
Emotional Literacy Support Assistant	Numerous Providers Nationally

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Our Services Pupil Premium Funding was spent last academic year on supporting our <i>Bluey Club</i> led by a trained Emotional Literacy Support Assistant who provided fortnightly ELSA sessions with each individual pupil. All military pupils also would come together as a group of mixed aged pupils and share their feelings and worries and support each other.
The impact of that spending on service pupil premium eligible pupils
The parents of our Services pupils are extremely grateful for the support we provide. Our focus on the social, emotional, mental health (SEMH) and wellbeing of these vulnerable pupils supports their emotional regulation, gives them a sense of belonging, heightens wellbeing and therefore sets each individual up to be ready to learn. The Services pupils themselves greatly value their <i>Bluey Club</i> - they are very proud of their special status, deliver whole school assemblies about themselves and together, form a very special part of our school community.