



# Washacre Primary School

## Pupil Premium Strategy Statement 2025-26

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	Washacre Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Chris Howarth, Headteacher
Pupil premium lead	Chris Howarth, Headteacher
Governor / Trustee lead	Phil Orth

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,930
Recovery premium funding allocation this academic year	N/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,930

## Part A: Pupil premium strategy plan

### Statement of intent

The aim of our pupil premium funding strategy is to accelerate progress for disadvantaged pupils so that they achieve as well as non-disadvantaged pupils nationally.

- We seek to ensure that teaching and learning opportunities meet the needs of all pupils.
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will ensure all pupils with additional needs receive the highest quality of personalised provision, which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Resource limitations mean that not all children qualifying for pupil premium funding will be in receipt of an intervention at all times.
- Tools such as the Education and Endowment Foundation's 'Teaching and Learning Toolkit' will be used to ascertain effective strategies for the spending of pupil premium funding.

### Challenges

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

Challenge number	Detail of challenge
1	Physical, social and emotional development - Our assessments (including the Strengths and Difficulties Questionnaire), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to ACE's and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Language skills and vocabulary development - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, particularly on entry.
3	Gaps in Phonics - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers in the Y1 assessments. This negatively impacts their development as readers.
4	Gaps in English - Internal and external assessments indicate that KS1 reading attainment at the GD level and writing at the expected / GD level among disadvantaged pupils is below that of non-disadvantaged pupils nationally.

5	Gaps in English - Internal and external assessments indicate that KS2 reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils nationally.
7	Staying safe and understanding of healthy lifestyles including financial acumen
8	Limited experience of life outside the community impacting on cultural capital
9	Low attendance below that of non-pupil premium children impacting on achievement

## 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
In EYFS, to maintain the attainment level for pupil premium pupils achieving a Good Level of Development (GLD), with a focus on 'Communication and Language', 'Personal, Social and Emotional Development' and 'Literacy'.	Attainment is in line with national non-pupil premium pupils.
In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.	Attainment gap closed with national non-pupil premium pupils.
In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard greater depth in reading, writing and mathematics.	Attainment gap closed with national non-pupil premium pupils.
To close the attendance gap for pupil premium pupils.	Attendance gap closed with national non-pupil premium pupils.
To develop emotionally resilient and mentally healthy pupils with a focus on those that are pupil premium.	Increases in wellbeing scores from the starting points for disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Quantitative and qualitative data indicates that vulnerable pupils have demonstrated an improvement in SDQ scores because of high quality pastoral intervention (E.g. Lego Therapy, Drawing and Talking, Sand Play).  A wide range of enrichment opportunities (Cultural Capital) are provided both as part of the daily curriculum (E.g. Forest School / Outdoor Learning) and through Extra-curricular activities, particularly amongst disadvantaged pupils.

## 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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic NFER assessments, which support Gap Analysis.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 5
<p>Professional development for all staff to ensure quality first teaching.</p> <p>Funded teacher release time to attend.</p>	<p><a href="#">EEF</a> identifies good evidence for improving teaching quality through CPD.</p> <p>Education Endowment Foundation   EEF</p>	1, 2, 3, 4, 5
<p>Professional development for ECT, Trainee Teacher and mentors.</p> <p>ECT, Trainee Teacher and Mentor time.</p>	<p>Supporting the recruitment and retention of teaching staff to ensure they have the necessary skills and knowledge to complete their role.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<p>Supporting staff to achieve professional qualifications</p>	<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as NPQH</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<p>Professional development for all subject leaders.</p> <p>Funded teacher release time to attend CPD or complete subject leadership activities.</p>	<p><a href="#">EEF</a> identifies good evidence for improving teaching quality through CPD.</p> <p>Education Endowment Foundation   EEF</p>	1, 2, 3, 4, 5
<p>Professional development for Pastoral Team including Drawing and Talking / Lessons in Loss.</p>	<p><a href="#">EEF</a> identifies good evidence for improving teaching quality through CPD.</p>	1, 2, 3, 4, 5
<p>Forest School / Outdoor Training CPD</p>	<p>EEF identifies good evidence for improving teaching quality through CPD and increases in pupil wellbeing through outdoor learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<p>Use of I-pads and other Digital Technology</p> <p>Variety of technology used to enhance learning across the curriculum, with a focus on core subjects.</p>	<p><a href="#">EEF</a> indicates moderate impact for digital technology (+4 months). The purchased software provides opportunities for children to continue learning at home and to provide further opportunities for parents/carers to become involved in children's learning.</p>	1, 2, 3, 4, 5, 6, 7, 8, 9

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Support	Teaching assistant deployment and interventions for example by supporting high-quality provision within the classroom or delivering structured interventions	1, 2, 5, 6, 7, 8, 9
Targeted pastoral interventions: 1:1 therapy sessions, groups sessions.  Drawing and Talking, Sand Play, Lego Therapy and Lessons in Loss	<a href="#">EEF</a> indicates moderate impact for small group tuition (+4 months).	2, 3, 4, 5, 6

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

Budgeted cost: £34,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Professionals Speech and Language Therapist 1/2 day per week Ladywood Outreach: Training & Intervention package Educational Psychology Service	<a href="#">EEF</a> indicates moderate impact for oral language interventions (+5 months) and high impact for communication and language approaches in the Early years (+6 months). Pupils provided with immediate access to Speech and Language Therapy and specialist SEN provision/services.	1, 2, 3, 4, 5, 9
Pastoral Team:  Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for the Attendance Support Worker to develop and implement procedures to improve attendance.	School has higher rate of absence than national.  <a href="#">EEF</a> indicates moderate impact for behaviour interventions (+3 months).  <a href="#">EEF</a> indicates moderate impact for social and emotional interventions (+4 months).	9  1, 3, 4, 5, 6  1, 3, 4, 5, 6  1, 3, 4, 5, 6

Behavioural / pastoral support / key worker time  Behavioural Support Services (BSS)		
Curriculum Enrichment – workshops, visits and additional events in school to broaden pupils’ life experiences, support keeping them safe and increase engagement including the outdoor adventure trip for year 6 pupils.	Many children have narrow life experiences and curriculum enrichment provides wider opportunities to contextualise learning, increase pupil engagement and develop cultural capital.	1, 2, 3, 4, 5, 6, 7, 8
Digital Technology  Variety of technology used to enhance learning across the curriculum, with a focus on core subjects.	<a href="#">EEF</a> indicates moderate impact for digital technology (+4 months). The purchased software provides opportunities for children to continue learning at home and to provide further opportunities for parents/carers to become involved in children’s learning.	1, 2, 3, 4, 5,
Use of Washacre Primary Academy to host free holiday clubs for disadvantaged children	EEF indicates moderate impact for summer schools (+3 months).	1, 2, 6, 7, 8
Free breakfast for disadvantaged children	Children require healthy breakfast to begin the school day effectively. <a href="#">EEF</a>	1, 2, 3, 4, 5, 7, 9
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 94,930**

## 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.

Intended Outcome							Success Criteria																																																																																					
In EYFS, to close the attainment gap for pupil premium pupils achieving a Good Level of Development (GLD), with a focus on 'Personal, Social and Emotional Development', 'Communication and Language', and 'Mathematics'.							Attainment gap closed with national non-pupil premium pupils																																																																																					
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	Mathematics						Physical Development (PHY)					
	2023		2024		2025		2023		2024		2025	
	School	National	School	National	School	National	School	National	School	National	School	National
Disadvantaged	0%	64%	75%	63%	50%	78%	33%	77%	75%	54%	100%	86%
Non-disadvantaged	60%	80%	67%	79%	93%	88%	80%	87%	61%	73%	100%	96%
Gap	-60	-80	+8%	-4%	-43	-38	-47	-54	+14	+2%	0	+4

- 6 pupils out of 20 were disadvantaged (30%)

In KS1, to close the attainment gap for pupil premium pupils passing the Phonics Screening Check.

Attainment gap closed with national non-pupil premium pupils.

### Evaluation:

	Phonics Screening Check					
	2023		2024		2025	
	School	National	School	National	School	National
Disadvantaged	67%	67%	57%	68%	92%	67%
Without RP pupils	86%	67%	50%	68%	92%	67%
Non-disadvantaged	67%	82%	40%	83%	86%	84%
Without RP pupils	89%	82%	50%	83%	92%	84%
Gap	0	-15	+7	-33	+6	+8
Without RP pupils	-3	+4	0	-33	0	+8

In KS2, to close the attainment gap for pupil premium pupils achieving the expected standard in reading, writing and mathematics, and the higher standard in reading.

Attainment gap closed with national non-pupil premium pupils.

**Evaluation (information is taken from internal data in September 2025):**

	Reading End of KS2 Expected+						Reading End of KS2 Higher Standard						Data is not available
	2023		2024		2025		2023		2024		2025		
	School	National	School	National	School	National	School	National	School	National	School	National	
Disadvantaged	58%	60%	82%	63%	38%	73%	0%	17%	27%	18%	23%		
Non-disadvantaged	80%	78%	53%	79%	76%	78%	20%	34%	21%	33%	29%		
Gap	-22%	-20	+29%	+3%	-38	-40	-20	-34	+6%	-6%	-6%		

	Writing End of KS2 Expected+						Writing End of KS2 Higher Standard						Data is not available
	2023		2024		2025		2023		2024		2025		
	School	National	School	National	School	National	School	National	School	National	School	National	
Disadvantaged	63%	58%	82%	59%	46%	59%	5%	7%	0%	6%	8%		
Non-disadvantaged	90%	77%	58%	77%	59%	78%	10%	16%	11%	16%	12%		
Gap	-27%	-14%	+24	+5%	-13	-32	-5%	-11%	-11%	-16%	-4		

	Mathematics End of KS2 Expected+						Mathematics End of KS2 Higher Standard						Data is not available
	2023		2024		2025		2023		2024		2025		
	School	National	School	National	School	National	School	National	School	National	School	National	
Disadvantaged	53%	59%	82%	59%	38%	71%	11%	28%	0%	13%	0%		
Non-disadvantaged	90%	79%	68%	79%	71%	80%	20%	13%	21%	29%	6%		
Gap	-37	-26	+14	+3%	-33	-42%	-9	-2	-21	-29	-6%		

	Reading, Writing and Mathematics Combined End of KS2 Expected+							Reading, Writing and Mathematics Combined End of KS2 Higher Standard					
	2023		2024		2025			2023		2024		2025	
	School	National	School	National	School	National		School	National	School	National	School	National
<b>Disadvantaged</b>	42%	44%	64%	46%	31%	47%	<b>Disadvantaged</b>	0%	3%	0%	3%	0%	4%
<b>Non-disadvantaged</b>	80%	66%	42%	67%	47%	69%	<b>Non-disadvantaged</b>	10%	10%	5%	10%	0%	11%
<b>Gap</b>	-38	-24	+22%	-3%	-16	-38	<b>Gap</b>	-10	-10	-5%	-10%	0	-11%

- 13 pupils out of 30 pupils were disadvantaged (43.3%)

To close the attendance gap for pupil premium pupils.

Attendance gap closed with national non-pupil premium pupils.

### Evaluation:

	Absence								
	2022-2023			2023-2024			2025		
	School	National	Gap	School	National	Gap	School	National	Gap
<b>Disadvantaged</b>	8.7	N/A	N/A	11.0	11.0	0	9.2	7.5	-1.7
<b>Non-disadvantaged</b>	6.8	N/A	N/A	7.6	6.0	-5.0	6.0	4.9	-4.3
<b>In-school Gap</b>	-1.9			-3.4			-3.2		

## Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Furthering Musical Talent – pupils are receiving weekly music lessons in violin or brass</p> <p>These pupils have been bought an instrument and are invited to music events external to the school</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. <a href="#">EEF</a> indicates moderate impact for participation in the Arts (+3 months).</p>	<p>1, 2, 4, 5, 8, 9</p>
<p>Forest Schools - Each class will participate in an organised Forest Schools alongside other outdoor learning activities. Member of staff is being trained to lead Forest School.</p>	<p>Forest Research indicates that Forest Schools can increase confidence, social skills, communication, motivation, physical skills, knowledge and understanding and well-being.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>
<p>Westhoughton Assist will provide emergency food parcels for the school to distribute to those families in need. Food is often donated from supermarkets and distributed to families at the end of the school day.</p>	<p>Support physical and mental well-being of the disadvantaged in the local community.</p>	<p>6, 7, 9</p>
<p>Christians Against Poverty – Life skills workshops. Support families with managing debt, cooking on a budget etc</p>	<p>Support physical and mental well-being of the disadvantaged in the local community.</p>	<p>6, 7, 9</p>
<p>Bolton Play and Youth Service provides a few after school club for all pupils 1 evening per week for 2 hours. This includes an evening meal and a range of activities.</p>	<p><a href="#">EEF</a> indicates moderate impact for extending the school day (+3 months).</p>	<p>1, 2, 7, 8, 9</p>