Pupil premium strategy statement – Wellington Primary School

This statement details our school's use of pupil premium (and recovery 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	664
Proportion (%) of pupil premium eligible pupils	11% (72 pupils)
Academic year/years that our current pupil premium strategy plan	2026-2029 - three-year strategy, reviewed and republished annually
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Debbie Norton
Pupil premium lead	Louise Gleeson
Governor / Trustee lead	Satbir Sidhu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,020 69 pupils at £1,550 = £106,950 2 PLAC pupils at £2,690 = £5,380 1 LAC pupil at £2,690 = £2,690*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£112,330 directly delegated to school* £115,020 total Pupil Premium value including **£2,690** LAC funding managed by the local authority/Virtual School.
Funding note	Funding note: 2 pupils are PLAC and attract £2,690 each,

	paid directly to the school. 1 pupil is LAC and attracts £2,690, which is paid to the local authority and managed by the Virtual School. The school's directly delegated Pupil Premium allocation is therefore £112,330; the total Pupil Premium value associated with the 72 eligible pupils is £115,020.

At Wellington Primary School, our Pupil Premium (PP) strategy is designed to support the holistic development and academic success of our PP-eligible pupils, ensuring they have the same opportunities and achieve outcomes in line with their peers. We recognise the barriers many of our PP children face, including academic challenges, social and emotional needs, and wider external factors such as attendance and family support.

Our approach combines high-quality teaching, targeted academic interventions, and wider strategies that address attendance, behaviour, and well-being. Through this multifaceted approach, we aim to close the attainment gap between PP and non-PP children and ensure all our pupils leave school equipped with the knowledge, skills, and confidence to succeed.

Challenges:

Our PP pupils face several key barriers to success. These include:

1. **Low attainment on entry**: Many PP children start school below expected levels in reading, writing, and maths.
2. **Gaps in learning**: PP pupils often require additional support to fill learning gaps and achieve expected progress.
3. **Attendance and punctuality**: PP pupils often have lower attendance rates, which negatively impacts progress.
4. **Social, emotional, and behavioural needs**: Emotional and behavioural challenges may affect learning and social integration.
5. **Limited access to enrichment activities**: PP pupils may have fewer opportunities to participate in cultural, sporting, and extracurricular activities.
6. **Parental engagement**: Some families of PP children may find it challenging to support learning at home due to external circumstances.

Intended Outcomes:

By the end of this academic year, we aim to achieve the following:

1. **Improved attainment in core subjects**: PP pupils will make expected or better progress in reading, writing, and maths, closing the attainment gap with their peers.
2. **High-quality teaching**: All pupils, including PP children, will benefit from excellent teaching, evidenced by improved outcomes in lesson observations and assessments.
3. **Increased attendance**: PP pupils' attendance will improve, bringing it in line with school and national averages.
4. **Enhanced well-being and behaviour**: PP pupils will have access to pastoral and mental health support, leading to improved behaviour and emotional resilience.
5. **Wider enrichment opportunities**: PP pupils will engage in a wide range of extracurricular activities that promote confidence, teamwork, and cultural awareness.

Details of our Key Challenges

Challenge number	Detail of challenge
1	Very low communication baseline assessments on entry to Nursery and Reception
2	Poor self-care and independence levels on entry
3	15 pupils SEND + PPG 5 of those are EHCP children with complex social communication needs
4	High cases of domestic violence in the local area – south Asian population Hounslow 25% London 10% UK 5%

5	Attendance rate currently – 93-94% – term time leave for international families - The school's self-evaluation states that 97% of the pupils are from minority ethnic groups with approximately 65 first languages other than English. The largest ethnic groups are Indian (47%), Pakistani (10%) and White Eastern European (9%).
6	Overall, 50% of pupils live in financially challenged, adverse conditions or not in private households. The deprivation level is higher than the FSM, because a large number of our families reside in multiple occupancy homes. Additionally, many of our families are not entitled to claim public funds due to their immigration status.
7	Catch-up, Levels of engagement and aspirations for pupils varies dramatically across the school cohort. As a result, there are some pupils who need to catch-up to achieve age-related expectations across the curriculum.

Specific 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
Targeted Early years (Reception and Nursery) support programmes for Speech and Language – NELI and NELI Nursery 5 NNEB's taking small groups to support up to 6 children 3x weekly	Rapid improvement in Early Years speech and communication skills
Targeted Early years support programmes for Social Communication skills – Bucket and Special Time Supported by commissioned SALT team	Attention and listening skills of those targeted pupils move more in line with their peers'. Appropriate further support in place if required – feeding into reports based on outcomes of sessions Further insight of needs gained Rapport and relationship building
Engaging parents in workshops and curriculum events to promote English and Mathematics skills – phonics workshops EYFS/KS1	Engagement in their children's learning – ability to support learning at home, using the school's methods
Parental workshops focused on toilet training and support with self-care and independence – school nursing team involved	Improved self-care within the classroom, allowing for further teacher engagement in learning activities
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings There will be careful delineation of "SEND, PLAC and other disadvantage barriers" This will include • Access to our learning mentors • Individual mentors for all disadvantaged pupils to be their 'champion' (a key adult who follows them throughout their school journey at Wellington)

Mentoring scheme for vulnerable boys to be targeted by SLT and external mentors from KICK	Aspirational role models for pupils who require support – timely support given to achieve successful outcomes.

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: to be reconciled to the £112,330 directly delegated pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills in EYFS and KS1 + Year 3	Use of commissioned SALT to train key staff in EYFS and KS1 language interventions – closing attainment gaps on entry Chatter Tots and Sound Smart training for EYFS and KS1 staff + Year 3 Termly TAYG meetings with therapies team to support teams in supporting SALT and OT needs of children in their cohort	All PPG in EYFS + KS1 Year 3 catch up
Homework Clubs and Learning Resources	Extra support outside of class through homework clubs, providing resources and guidance for PPG children to complete homework and consolidate learning.	As required by children
Teaching Assistant Support – additional key year group support	Trained Teaching Assistants (TAs) working alongside teachers in the classroom or delivering specific interventions, ensuring PPG pupils get the help they need to grasp challenging concepts.	Year 6

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

Budgeted cost: to be reconciled to the £112,330 directly delegated pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills in EYFS and KS1	1-2-1 and small group provision of Talk Group intervention for children in Reception. Chatterbox group run in KS1 and EY NELI intervention for Reception and Nursery	PPG EYFS and KS1
Targeted Small Group Work	Focused sessions in core subjects like English and Maths, where PPG children receive extra	Each year group – accelerated learning

	attention and tailored teaching to address specific learning gaps.	groups of up to 15 pupils per group per subject

Wider strategies – Attendance/Wellbeing/SEMH

Budgeted cost: to be reconciled to the £112,330 directly delegated pupil premium budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional and Social Support Programs: Initiatives and mentoring programs to improve self-esteem, behaviour, and social skills, which positively impacts academic performance.	Initiatives and mentoring programs to improve self-esteem, behaviour, and social skills, which positively impacts academic performance. SALT trained Social Comms Lego Therapy	Up to 10 children each year
Attendance Monitoring - Good attendance is crucial for our academic success. Wellington implements robust attendance tracking systems to identify PPG children with poor attendance and works closely with families to provide support**.**	**Attendance incentives** (e.g., rewards for good attendance) **Family liaison** to engage parents and address barriers to regular attendance **Home-school support** to address issues like transport, health, or family challenges affecting attendance **Commissioned EWO (Education Welfare Officer)** who supports the school in the tracking and monitoring of families – weekly meetings with targeted families	All PPG children are monitored

Behavioural Support Programs Behaviour intervention programs to promote positive behaviour and support PPG children who may struggle with self-regulation	• **Restorative approaches** to resolve conflicts and improve relationships • **Individual behaviour plans** tailored to the needs of pupils with challenging behaviours	PPG as necessary
Wellbeing and Mental Health Initiatives – TGMC approaches Supporting the emotional and mental well-being of PPG pupils is vital to their learning.	• **Mental health and counselling services**: Access to in-school counselling or external services if required • **Mindfulness and well-being activities**: TGMC - Programs promoting resilience, emotional regulation, and stress management – separate staffed lunchtime areas and quite indoor spaces – individual spaces for children requiring extra support	PPG as necessary
Parental Engagement Building strong partnerships with parents of PPG children is essential.	• **Parent workshops** on supporting learning at home, behaviour strategies, or well-being + phonics/numeracy support • **Regular communication** about children's progress and well-being • **Family support services** to help parents access external resources (e.g., financial advice, mental health support)	As required Termly phonics and numeracy in each KS Termly feedback to parents Referral service for parents for counselling services
Enrichment Activities Providing PPG pupils with access to extracurricular and cultural activities enhances their confidence and engagement.	• **Subsidised school trips, music lessons, and after-school clubs** to ensure PPG children have equal opportunities • **Cultural capital experiences** (e.g., theatre visits, sports activities) to broaden pupils' horizons and build social skills	As required Sensitive and subtle conversations held with families to support

Total directly delegated pupil premium budget available: £112,330 (plus £2,690 LAC funding managed by the local authority/Virtual School)

Part B: Historic and current data review

Historical Data

21-22		
KS1	*Pupils Eligible for PPG* *20*	*Pupils Non-Eligible for PPG* *100*
% achieving in reading	*77*	*96*
% achieving in writing	*73*	*95*
% achieving in maths	*77*	*95*
% achieving combined standard	*73*	*95*
KS2	*Pupils Eligible for PPG* *19*	*Pupils Non-Eligible for PPG* *41*
% achieving in reading	*100*	*83*
% achieving in writing	*83*	*81*
% achieving in maths	*94*	*88*
% achieving combined standard	*83*	*81*

22-23		
KS1	*Pupils Eligible for PPG* *23*	*Pupils Non-Eligible for PPG* *112*
% achieving in reading	*77*	*95*
% achieving in writing	*73*	*95*
% achieving in maths	*77*	*95*
% achieving combined standard	*73*	*95*
KS2	*Pupils Eligible for PPG* *14*	*Pupils Non-Eligible for PPG* *49*
% achieving in reading	*100*	*83*

% achieving in writing	*83*	*81*
% achieving in maths	*94*	*88*
% achieving combined standard	*83*	*81*

23-24

Latest Attainment data

EYFS	*% achieved rounded to nearest percentage point*
GLD	*81%*
Reading	*79%*
Writing	*74%*
Number	*80%*
Speaking	*83%*

KS1	*% of pupils achieving standard*	*% of pupils achieving higher standard*
Phonics	*89%*	
Reading	*88%*	*57%*
Writing	*86%*	*50%*
Maths	*90%*	*54%*
RWM combined	*86%*	*49%*

KS2- current data not taking into account those children taken out due to mobility and EAL beginners	*% of pupils achieving standard*	*% of pupils achieving higher standard*
Reading	*81%*	*27%*
Writing	*82%*	*38%*
Maths	*86%*	*47%*

RWM combined	*74%*	*22%*

PPG/Non-PPG breakdown 23-24 – not taking into account mobility and EAL beginners

Final figures to follow when available from Hounslow Borough

23-24		
KS1	*Pupils Eligible for PPG* ***20***	*Pupils Non-Eligible for PPG* ***111***
% achieving in reading	*75%*	*91%*
% achieving in writing	*70%*	*90%*
% achieving in maths	*75%*	*93%*
% achieving combined standard	*70%*	*90%*
KS2	*Pupils Eligible for PPG* ***22***	*Pupils Non-Eligible for PPG* ***104***
% achieving in reading	*90%*	*81%*
% achieving in writing	*90%*	*83%*
% achieving in maths	*85%*	*89%*
% achieving combined standard	*75%*	*78%*

PPG/Non-PPG breakdown 24/25– not taking into account mobility and EAL beginners

Final figures to follow when available from Hounslow Borough

24-25		
KS1	***Pupils Eligible for PPG*** ***17***	***Pupils Non-Eligible for PPG*** ***86***
% achieving in reading	*65%*	*90%*
% achieving in writing	*59%*	*90%*
% achieving in maths	*59%*	*90%*

% achieving combined standard	*53% 9/17*	*90%*
Phonics pass at Year 1	*86%*	*87%*
KS2	***Pupils Eligible for PPG*** ***23***	***Pupils Non-Eligible for PPG*** ***91***
% achieving expected + in reading	*70%*	*90%*
% achieving expected + in writing	*61%*	*91%*
% achieving expected + in maths	*70%*	*96%*
% achieving expected + combined standard	*57%*	*89%*

PPG/Non-PPG breakdown 25/26– not taking into account mobility and EAL beginners

Final figures to follow when available from Hounslow Borough

25-26		
KS1	***Pupils Eligible for PPG - 11***	***Pupils Non-Eligible for PPG - 73***
% achieving in reading	*73% 8/11*	*96% 70/73*
% achieving in writing	*64% 7/11*	*89% 65/73*
% achieving in maths	*64% 7/11*	*92% 67/73*
% achieving combined standard	*64% 7/11*	*88% 64/73*
Phonics pass at Year 1	*100% 11/11*	*96% 70/73*
KS2	***Pupils Eligible for PPG - 16***	***Pupils Non-Eligible for PPG - 79***
% achieving expected + in reading	*81% 13/16*	*80% 63/79*
% achieving expected + in writing	*75% 12/16*	*76% 60/79*
% achieving expected + in maths	*88% 14/16*	*84% 66/79*

% achieving expected + combined standard	*75% 12/16*	*73% 58/79*

At our school, we are committed to ensuring Pupil Premium Grant (PPG) children receive the support they need to achieve their full potential, particularly in core subjects like English and Maths. We use a rigorous system of assessment to identify gaps in learning, monitoring progress through regular tracking and formative assessments. These help us to provide timely interventions tailored to each child's needs.

PPG children benefit from targeted support such as small group work, one-to-one tuition, and specific intervention programs designed to close attainment gaps. Our teaching staff, including experienced Teaching Assistants, work closely to ensure these interventions are effective, regularly reviewing progress and adjusting support strategies as necessary.

We also prioritise the emotional and social well-being of PPG children, offering pastoral care and mentoring to build confidence and motivation, which are essential for academic success. Parents are engaged in their child's learning journey, with regular communication and opportunities to discuss progress and support strategies.

Through this focused, individualised approach, we aim to ensure that all PPG children are supported to make strong progress in core subjects, with the ultimate goal of achieving outcomes in line with, or exceeding, their non-PPG peers.

We are pleased to report that our school is on track to meet the outcomes set out in our Pupil Premium Grant (PPG) strategy plan. Through careful planning and targeted interventions, we have made significant progress in supporting our PPG children, ensuring they receive the additional academic and emotional support necessary to thrive.

Our regular monitoring and assessment of PPG children's progress in core subjects like English and Maths have shown positive results, with many pupils making expected or accelerated progress. We have successfully implemented key strategies, including small group interventions, one-to-one support, and the use of tailored resources, which are effectively closing the attainment gap between PPG and non-PPG pupils.

In addition to academic support, our focus on pastoral care and well-being has been instrumental in building PPG children's confidence, resilience, and engagement in learning. We have fostered strong relationships with families, ensuring they are fully involved in their child's learning journey and aware of the progress being made.

As we continue to implement our PPG strategy, we remain committed to achieving the long-term goals outlined in our plan, ensuring that all PPG pupils are supported to succeed academically, socially, and emotionally.

Our next steps to ensure continued success in meeting our Pupil Premium Grant (PPG) strategy outcomes are as follows:

1. **Ongoing Monitoring and Assessment**: We will continue to rigorously track the progress of PPG children in core subjects, using formative and summative assessments to ensure interventions are effective and adjustments are made where necessary.
2. **Tailored Interventions**: We will regularly review and adapt interventions to meet the specific needs of each PPG pupil, ensuring support remains personalised and impactful. This includes extending successful programs and introducing new strategies where needed.
3. **Staff Training and Development**: Further professional development opportunities for teachers and support staff will be provided, focusing on effective strategies for supporting PPG pupils, including both academic and emotional support. Deepening understanding of adaptive curriculums, maintaining high ceilings and expectations of attainment across all groups of learners.
4. **Parent Engagement**: Strengthening relationships with parents remains a priority. We will continue to involve them in their child's learning, providing regular updates and offering workshops to help them support learning at home.

5. **Focus on Well-being**: We will maintain and expand pastoral support to ensure the social and emotional needs of PPG children are met, as these are critical to their academic success. Using the TGMC platform for consistency, the whole school will refine and develop its emotional education programme and solidify neuro-affirming practice.
6. **Review and Refine PPG Strategy**: We will annually review the effectiveness of our PPG strategy and refine our approach based on data and feedback, ensuring we remain on track to achieve our long-term outcomes.

Externally provided programmes

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

Programme	Provider
TGMC	Jen Foster – The Good Morning Club
NELI	Oxford Learning
KICK mentoring	KICK