

Impact Statement

2023–2026

Overall impact

Over the three-year period, Wolviston Primary's Pupil Premium strategy has focused on ensuring that disadvantaged pupils receive the support, opportunities and high-quality teaching needed to achieve well and overcome barriers to learning. The strategy has prioritised quality first teaching, targeted academic interventions, early identification of learning needs, improved attendance, speech and language development, emotional wellbeing, parental engagement and access to enrichment opportunities.

The three-year assessment profile demonstrates a positive picture of attainment for disadvantaged pupils, particularly in Key Stage 2. Although cohort sizes are small and outcomes can fluctuate significantly from year to year, the school has continued to identify individual barriers and provide targeted support to ensure that disadvantaged pupils are not disadvantaged further by their circumstances.

Academic achievement and progress

Early Years and Phonics

The school's investment in early identification, phonics teaching and targeted support has contributed to positive outcomes for disadvantaged pupils.

- In 2024, the Pupil Premium pupil in the Year 1 phonics cohort achieved the expected standard (100%).
- In 2025, the Pupil Premium pupil did not achieve the expected standard, highlighting the importance of continued targeted support and early intervention.
- In 2026, the Pupil Premium pupil achieved the expected standard (100%), demonstrating a return to positive outcomes.

Whole-school phonics outcomes have remained strong, with 86.7% achieving the expected standard in both 2025 and 2026, above the national figure of 82% in 2026.

Key Stage 1

Whole-school Key Stage 1 outcomes demonstrate positive attainment over the three-year period.

In 2026:

- 86.6% achieved the expected standard in reading.
- 86.7% achieved the expected standard in writing.
- 86.6% achieved the expected standard in maths.

The school continues to prioritise early identification of disadvantaged pupils who require additional support, ensuring that gaps are addressed before pupils move into Key Stage 2.

Key Stage 2

Key Stage 2 outcomes provide particularly encouraging evidence of the impact of the school's approach to supporting disadvantaged pupils.

The percentage of Pupil Premium pupils achieving the expected standard in Reading, Writing and Maths combined has been:

- **2024: 100%** (1 pupil)
- **2025: 50%** (6 pupils)
- **2026: 66.7%** (3 pupils)

In 2026, 66.7% of disadvantaged pupils achieved the combined expected standard, compared with 48.4% nationally for disadvantaged pupils. This represents a positive difference of 18.3 percentage points above the national disadvantaged figure.

This is particularly encouraging given that the school overall achieved 71.4% in combined Reading, Writing and Maths, compared with 63.3% nationally.

The improvement from 50% in 2025 to 66.7% in 2026 demonstrates a positive upward movement in disadvantaged pupils' combined attainment.

It is important to recognise that the small cohorts mean that individual pupil outcomes have a considerable impact on percentages. Nevertheless, the 2026 outcomes provide encouraging evidence that disadvantaged pupils are achieving well in comparison with national disadvantaged outcomes.

Wider impact of the Pupil Premium strategy

The impact of the strategy extends beyond academic attainment. The school has continued to recognise that disadvantage can present itself through a range of social, emotional, financial and educational barriers.

Attendance and engagement

The strategy prioritised working closely with families to improve attendance, reduce persistent absence and ensure pupils were ready to learn. Support from school leaders and attendance staff, alongside access to breakfast provision, helped remove barriers to regular attendance and punctuality.

Speech, language and communication

Early identification of speech and language needs, alongside staff development and targeted intervention, supported pupils to develop their communication skills. The Nuffield Early Language Intervention (NELI) and opportunities for purposeful classroom discussion were identified as important approaches within the strategy.

Social and emotional wellbeing

The school prioritised emotional wellbeing through access to appropriate therapeutic support, individual conversations and opportunities for pupils to develop emotional regulation and resilience. Working with Alliance Psychology Services helped ensure that pupils' individual needs were recognised and supported.

Parental engagement

The school recognised the importance of working in partnership with families. Parent workshops, reading opportunities, home learning guidance and informal discussions were identified as ways of increasing parental confidence and helping families support learning at home.

Enrichment and wider opportunities

The strategy aimed to ensure that financial circumstances did not prevent disadvantaged pupils from accessing the wider curriculum. Support towards educational visits, sporting opportunities, residential experiences and wraparound provision helped remove financial barriers to participation.

The 2023 review recorded that all Year 5 and Year 6 Pupil Premium pupils accessed the residential visit and that disadvantaged pupils were supported to attend educational and sporting trips without placing a negative financial burden on their families.

Overall evaluation and next steps

The three-year assessment profile provides evidence of positive outcomes for disadvantaged pupils, particularly in Key Stage 2, where the 2026 combined attainment figure exceeded the national disadvantaged figure.

The school has established a clear approach to identifying barriers, monitoring individual progress and providing targeted support. The impact of the strategy is reflected not only in academic outcomes but also in the school's commitment to ensuring disadvantaged pupils have equal access to wider experiences, emotional support and opportunities to succeed.

Moving forward, school should continue to prioritise:

- Consistently high-quality teaching and learning for all disadvantaged pupils.
- Early identification and timely intervention in reading, writing and mathematics.
- Sustained improvements in phonics and early reading.
- Regular monitoring of disadvantaged pupils' attendance and persistent absence.
- Continued development of speech, language and communication.
- Removing financial barriers to enrichment, residential visits and wider curriculum opportunities.
- Strengthening parental engagement and partnership working.

Wolviston Primary has continued to demonstrate its commitment to ensuring that disadvantage does not determine a child's educational outcomes or access to opportunities. The 2026 outcomes, particularly in Key Stage 2 combined attainment, provide encouraging evidence of this commitment translating into positive academic achievement.