



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Wimborne St Giles First School and Nursery
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024-July 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Philippa Hill
Pupil premium lead	Philippa Hill
Governor / Trustee lead	Milly Warner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12, 435
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£12, 435

Part A: Pupil premium strategy plan

Statement of intent

- The main aim of our pupil strategy is based on our whole school Vision ‘Together We Grow, Together We Give’. We want to ensure that all of our disadvantaged pupils flourish and they know that they have a powerful voice to make a difference in the world.
- We have the highest of aspirations for our disadvantaged children, ensuring access and opportunities to quality-first teaching
- We know that great teaching is ‘the most important lever schools have to improve outcomes for their pupils’. (EEF) Providing opportunities for professional development—for example, to support curriculum planning or focused training will pay huge dividends in the classroom
- Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.
- “Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities.” Sir John Dunford
- The Education Endowment Foundation (EEF) has provided research-based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our catch-up strategy.

Challenges

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

Challenge number	Detail of challenge
1	Below average starting points in Communication and Language, Personal, Social and Emotional and Physical Development
2	The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3	Identified weaknesses in phonics, reading and spelling

4	Social, emotional and mental health needs are high in these pupils and present a barrier to learning
5	Attendance is low and lateness is high

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 develop communication and language skills of children in EYFS/Year 1	Children make rapid progress resulting in the achievement of age-related expectations
Improve outcomes in reading and writing	Through quality first teaching, staff CPL and targeted intervention, children achieve in line with national expectations.
To ensure all children pass the Year 1 Phonics Check	Children at risk of not meeting this Identified and regularly monitored for progress Research-based intervention put in place & reviewed regularly Highly effective phonics teaching seen in all classes
To close gaps for children in receipt of PP and on SEND register in Years 1-4	Gaps closed for children in all year groups Children are 'keeping up' with their peers
To address identified social and emotional needs.	Provide ELSA/Pastoral- support to address social and emotional needs linked to social skills, emotions, bereavement, anger management and self-esteem Pupils able to self-regulate successfully Emotional needs addressed
To improve attendance and eliminate lateness/persistent absenteeism	Children at risk of not meeting this identified Early help offered to families - specific barriers/challenges identified & key actions/support put in place Attendance to be at least 97% and persistent Absenteeism/lateness to be 0%

Activity in this academic year 2025-2026

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: £ 5, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned and comprehensive CPL for staff facilitated at Trust and Hub Level focusing on mastery lesson design, addressing misconceptions and explicitly teaching routines for learning behaviours	EEF Implementation guide and reports into effective teaching of literacy and mathematics;	1, 2, 3, 4
Curriculum Development/Design to ensure that the curriculum is progressive and well sequenced in all subjects to ensure that all children have equitable access to the curriculum	Research and professional reading on creating a progressive and ambitious curriculum and ensuring it is delivered effectively: (Mary Myatt, Chris Quigley, Threshold concepts J H F Meyer, R Land, 'Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines' Improving Student Learning Theory and Practice P A Kirschner, 'Cognitive load theory: Implications of cognitive load theory on the design of learning'	1, 2,3
Quality-first teaching – Working together across the Hub in Teacher Research Groups to refine our approaches to quality first teaching with a focus on ensuring misconceptions are swiftly addressed at the point of learning.	Teach Like a Champion (Doug Lemov), EEF Toolkit , B Rosenshine and R Stevens, 'Teaching functions' in M C Wittrock (Ed), Rosenshine, 'The Case for Explicit, Teacher-led, Cognitive Strategy Instruction',. in ' Learning and Instruction', P A Kirschner, J Sweller and R E Clark, 'Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching',	1,2,3

Quality-first teaching –	Teaching Walk Thrus Great Teaching Toolkit, EEF Toolkit , B Rosenshine and R Stevens, 'Teaching functions' in M C Wittrock (Ed), 'Handbook of	1,2,3
coaching programme with a focus on Mastery lesson design and the use of scaffolds	Research on Teaching', Rosenshine, 'The Case for Explicit, Teacher-led, Cognitive Strategy Instruction',. in ' Learning and Instruction', P A Kirschner, J Sweller and R E Clark, 'Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching',	
Curriculum subject leadership development through use of coaching, mentoring and CPL	Effective leadership across the school has been shown to be the most effective way to develop staff and improve outcomes	1,2,3

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Listening, Attention and Understanding, Speaking: Ensuring that we have swiftly identified language needs and gaps in vocabulary for children on entry to Nursery and EYFS. Are our children ready to progress to the next stage?	Communication and Language is 'time sensitive'. If these skills are not securely in place by age 5, they are more difficult to acquire and their absence may hold the child back in other areas. Vocabulary at age 5 is a strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein, L. and Duckworth (2006) EEF toolkit recommends that Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They have very high impact	1
Spelling and Reading Support: Nessy, Words First , Clicker 5	EEF Toolkit recommended as very high impact	1,2,3,4

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

Budgeted cost: £ 4, 935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance action plan and TAFs arranged as needed	EEF toolkit, It is widely accepted that children's basic needs must be met in order for them to be able to achieve their academic potential (ref. Maslow).	4,5
Music Nurture Groups established	Ultimate Wellbeing in Education Conference reports, ELSA impact reports The power of music to change lives: a national plan for music education	4,5
Further Development of Wild Woods and Wild Meadow/Nature Area 'Feel Good Fridays' offered at lunchtimes in new ELSA area	EEF toolkit, It is widely accepted that children's basic needs must be met in order for them to be able to achieve their academic potential (ref. Maslow).	4,5
Behaviour- ensuring that the intended curriculum is implemented across subjects and classes. We will continue to focus on teaching explicit learning behaviours and routines for each subject so that they are automatic thus reducing cognitive load.	"Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These must be taught. The behaviour curriculum must be taught, similarly to how we would teach an academic or practical subject." (Tom Bennett, Running the Room) "Perhaps the single most powerful way to bring efficiency, focus and rigor to a classroom is by installing strong procedures and routines. You define a right way to do recurring tasks; you practise doing them with students so they roll like clockwork". Doug Lemov	4, 5

Total budgeted cost: £ 12,435

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.

End of year data was as follows:

EYFS Good Level of Development Number of children (PP): 10 (N/A)

80% (PP 0)

Year 1 Phonics Number of children (PP): 10 (0) 80% (PP N/A)

End of Year 2 Number of children (PP):12 (2)

% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths
83%	17%	100%	50%	75%	17%	75%	50%	92%	33%	100%	50%

Year 4 Multiplication Times table Check (Score of 20+) Number of children (PP): 10 (4)

100% (PP 100%)

End of Year 4

% of children ARE+ reading	% of children GDS reading	% of PP eligible ARE+ reading	% of PP eligible GDS reading	% of children ARE+ writing	% of children GDS writing	% of PP eligible ARE+ writing	% of PP eligible GDS writing	% of children ARE+ maths	% of children GDS maths	% of PP eligible ARE+ maths	% of PP eligible GDS maths
100%	40%	100%	40%	70%	20%	100%	0%	90%	17%	100%	75%

Aim	Outcome
<p>Teaching</p> <p>Planned and comprehensive CPL for staff facilitated at Trust and Hub Level focusing on mastery lesson design, addressing misconceptions and explicitly teaching routines for learning behaviours</p>	<p>Mastery lesson structure was tightened allowing for misconceptions to be addressed at the point of learning so that children did not fall behind. PP children were able to work with greater independence and use metacognitive strategies to identify the techniques that helped them to learn effectively.</p>
<p>Curriculum Development/Design to ensure that the curriculum is progressive and well sequenced in all subjects to ensure that all children have equitable access to the curriculum</p>	<p>All children were given equitable access to the curriculum through the use of scaffolds and curriculum adaptations where needed.</p>
<p>Quality-first teaching – Working together across the school and Hub to refine our approaches to quality first teaching with a focus on ensuring misconceptions are swiftly addressed at the point of learning.</p>	<p>The school has drawn on Hub expertise and use of Teach Like a Champion resources to ensure that teachers effectively ‘checked for understanding’ and supported children to be successful, independent learners. Comprehensive programme of CPL was put into place and the impact evaluated rigorously. % of PP at working at ARE in R/W/M at the end of 2025 was: R= 80%, W= 60% and M = 80%</p>
<p>Curriculum subject leadership development through use of coaching, mentoring and CPL</p>	<p>Subject leaders worked to monitor and evaluate the quality of learning and teaching through the lens of children in receipt of PP. These children were our ‘spotlight’ children and the focus of pupil progress meeting and moderation. This focus ensured that these children were at the heart of all curriculum decision making and design.</p>
<p>Targeted academic support Listening, Attention and Understanding, Speaking: Ensuring that we have swiftly identified language needs and gaps in vocabulary for children on entry to Nursery and EYFS. Are our children ready to progress to the next stage?</p>	<p>The school identified speech and language needs on entry to EYFS and used targeted approaches and worked with external specialists to close gaps for children with communication and language deficits. 80% of children reached GLD at the end of EYFS.</p>
<p>Spelling and Reading Support: Nussy, Black Sheep, Words First , Communication 4 All, Colourful Semantics</p>	<p>These approaches worked effectively to close gaps for all children with identified reading and writing deficits. 80% of children were working at ARE in Reading and 60% Writing at the end of 2025.</p>

<p>Wider strategies</p> <p>Attendance: Further develop effective approaches to addressing persistent absence and developing good attendance for all children in receipt of Pupil Premium. Continue to address parental perception around attendance and make sure everyone understands 'the why' around this.</p>	<p>The school implemented the trust wide attendance management policy and rigorously monitored the attendance of our children in receipt of PP weekly. Meeting with parents were used to set targets for children and persistent absence reduced for children in receipt of PP from 22% to 8.47%</p>
<p>Behaviour- ensuring that the intended curriculum is implemented across subjects and classes. We will focus on teaching explicit learning behaviours and routines for each subject so that they are automatic thus reducing cognitive load.</p>	<p>The school implemented a Behaviour Curriculum (Relationships Blueprint) last year with a focus on teaching explicit behavior routines and metacognitive strategies. This reduced the cognitive load for our children and all children in receipt of PP were engaged in their lessons due to improved regulation.</p>
<p>Membership of the National Association of Therapeutic parenting</p>	<p>The school continued this membership in order to support children who were experiencing trauma and had attachment needs. This ensured that hypervigilance reduced and they were able to regulate and engage with their learning.</p>
<p>Attendance action plan and TAFs arranged as needed</p>	<p>Attendance action plan was created at the beginning of term and a 'traffic light' system implemented so that families were aware of their child's current levels of attendance. TAF meetings were arranged for families with children who were experiencing emotionally based school avoidance and supported to access learning from home where needed.</p>
<p>Hamish and Mylo 10 week programmes for children with identified needs</p>	<p>Children with SEMH needs were provided with a range of programmes including Hamish and Mylo, drawing and talking therapy and Stormbreak shine – personalized for children with attachment needs. Children were able to successfully implement the strategies back in the classroom.</p>

<p>Further Development of Wild Woods and Wild Meadow/Nature Area 'Feel Good Fridays' offered at lunchtimes in new ELSA area</p>	<p>The school increased its extra-curricular offer and provided an additional morning of Forest School for children with attachment, trauma and SEMH needs. This has allowed them to access their learning in a safe, outdoor space and has really improved mental health and well-being.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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