



Wildmoor Heath School

Pupil Premium Strategy

Statement

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Pupil premium strategy statement: Wildmoor Heath School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	7.2% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025–2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Clare Vincent
Pupil premium lead	Colette MacManus
Governor / Trustee lead	Ean Lexton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,665
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£16,665

Part A: Pupil premium strategy plan

Statement of intent

At Wildmoor Heath School, our core values of Respect, Independence, Resilience and Honesty underpin everything we do. We strive for excellence for every child, every day, in every classroom.

Our strategy is built on the belief that all children, including those who are disadvantaged, should achieve outcomes that are at least in line with – and ideally exceed – those of their peers. This is achieved through high-quality teaching, targeted support and strong leadership.

Our priorities reflect our School Improvement Plan:

- **Great Teaching** – Teaching consistently meets the needs of all learners through adaptive practice and effective feedback.
- **Great Learning** – Pupils confidently articulate their learning through strong oracy and metacognitive skills.
- **Great Leadership** – Roles and responsibilities are clearly defined and embedded, ensuring that high-quality teaching and learning are sustained.

We want every child, including those in receipt of Pupil Premium funding, to fulfil their potential and grow into successful learners, responsible citizens and confident individuals. High-quality teaching lies at the heart of this ambition, supported by focused interventions where they are most needed. Alongside this, we aim to provide all pupils with a broad, rich and inspiring curriculum, filled with exciting opportunities that build the knowledge, skills and confidence they need to thrive at secondary school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistent adaptive teaching and feedback: Assessment information and feedback are not always used with sufficient precision to inform next steps for disadvantaged pupils and low prior attainers. This results in some pupils not making expected or accelerated progress across core subjects.
2	Underdeveloped oracy and metacognition: A number of pupils struggle to articulate their thinking, use subject-specific vocabulary accurately, or apply metacognitive strategies to plan, monitor and evaluate their learning. This limits depth of understanding and independence.
3	Variability in subject leadership and coaching: Some subject/phase leaders do not yet have the confidence to quality-assure teaching with consistency. This limits their ability to support colleagues effectively and to drive sustained improvements in curriculum implementation.

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
Improved quality of adaptive teaching, assessment and feedback	<ul style="list-style-type: none"> • 90%+ of lesson visits demonstrate clear adaptive practice, including scaffolds, challenge and responsive adjustments. • 90%+ of books sampled show that written or verbal feedback leads to demonstrable improvement in pupils' next steps. • At least 90% of disadvantaged/low prior attaining pupils identified at PPMs are on track or making accelerated progress due to targeted adaptations. • 90%+ of pupils report that they receive feedback that helps them improve their learning. • Assessment information is consistently used in planning to address misconceptions and close gaps.
Pupils develop oracy and metacognitive skills	<ul style="list-style-type: none"> • Structured talk routines (e.g., stem sentences, dialogic teaching, accountable talk) are evident in 90%+ of lessons. • Pupil voice and lesson observation show that at least 80% of pupils can clearly articulate their thinking, explain strategies, and justify answers.

	<ul style="list-style-type: none"> • Subject-specific vocabulary is used accurately and confidently in all monitored subjects. • Curriculum planning explicitly identifies oracy and metacognitive opportunities in each subject.
Leadership and coaching improve teaching quality	<ul style="list-style-type: none"> • 80%+ of coached staff meet agreed coaching targets within each cycle. • Subject leader monitoring demonstrates consistency of agreed teaching strategies across all year groups. • Staff survey shows 90%+ feel that leadership and coaching are improving their practice and confidence. • Leaders demonstrate improved accuracy in identifying strengths and areas for development during joint monitoring.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a sequenced CPD programme focused on adaptive teaching, scaffolding, challenge, modelling and responsive feedback.	EEF: "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 3
Leaders use Steplab to deliver coaching cycles, with precise action steps, practice, feedback and follow-up.	EEF: "Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3
Maths Lead engages with NCETM mastery programme; shares practice across staff; models lessons; supports consistency in small-step progression and reasoning	EEF: "Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 3

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

Budgeted cost: £9,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide structured tutoring sessions for disadvantaged pupils using evidence-informed programmes; reviewed half-termly to measure impact	EEF: "Small group tuition has an average impact of four months' additional progress over the course of a year." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
Introduce structured talk routines, vocabulary scaffolds, sentence stems and metacognitive modelling across the curriculum	EEF: "On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress)." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2

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

Budgeted cost: £3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide social, emotional and wellbeing sessions for identified pupils; monitor improvements in engagement and learning behaviours	EEF: <i>"Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year."</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2
Provide coaching for subject leaders to strengthen curriculum leadership, monitoring accuracy, action planning and feedback to staff	<i>"There are positive associations between the increased distribution of leadership roles and responsibilities and the continuing improvement of pupil outcomes."</i> https://dera.ioe.ac.uk/id/eprint/11329/1/DCSF-RR108.pdf	3

Total budgeted cost: £17,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the 2024–2025 academic year, Wildmoor Heath School continued to focus on ensuring high-quality teaching and learning for all pupils, with particular attention to disadvantaged and vulnerable groups. Internal assessment data and qualitative evidence indicate that targeted strategies have had a positive impact on engagement, progress and attainment.

- Disadvantaged pupils made good progress across reading, writing and mathematics, particularly where targeted support and feedback strategies were consistently applied.
- The gap between disadvantaged pupils and their peers narrowed in reading and writing, though a smaller gap remains in mathematics.
- Oracy-focused interventions increased pupil confidence in articulating learning, contributing to improvements in reasoning and comprehension.
- Attendance of disadvantaged pupils improved compared to the previous year, with persistent absence rates reduced.
- Staff professional development through instructional coaching improved consistency in teaching quality and adaptive practice.

The school's leadership team recognises the ongoing need to sustain these gains by embedding adaptive teaching and feedback practice, ensuring that high expectations are consistently applied in every classroom. Continued focus will be placed on oracy and metacognitive skills, and on ensuring that leaders monitor the impact of interventions with precision.

Internal Data for KS2 Children:

All Key Stage 2 disadvantaged children improved both their reading speed and their arithmetic scores in 2024-2025.

Pupil Premium Child	Reading Speed Aut 2024	Reading Speed Sum 2025	Arithmetic Score Aut 2025	Arithmetic Score Sum 2025
Child A	71	92	84	95
Child B	94	118	72	95
Child C	115	181	95	101
Child D	188	200	84	98
Child E	30	81	72	78
Child F	163	253	74	93
Child G	136	162	66	71
Child H	148	194	89	93
Child I	84	120	81	83

Externally provided programmes

Programme	Provider
Maths Premium Resources	White Rose Maths Hub
Maths Mastery Resources	NCETM
Phonics Planning and Resources	Little Wandle
Reading Scheme	Little Wandle (KS1) / Collins Big Cats (KS2)
RE Scheme	Jigsaw
RHE/PSHE Scheme	Jigsaw
Computing Scheme	Teach Computing
Music Scheme	Get Set 4 Music
Physical Education Scheme	Get Set 4 PE

Further information

Our pupil premium strategy is fully integrated within the School Improvement Plan and monitored by the senior leadership team and governors. Impact is evaluated termly through learning walks, book scrutiny, pupil voice and data analysis. This iterative process ensures that resources are deployed effectively and that every child receives the support needed to achieve excellence in line with the school's vision: 'A small school with a big heart – aiming for excellence for every child, every day, in every classroom.'