

# Pupil premium strategy statement 2025-2028

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 three-year period and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Wellfield Middle
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028 Reviewed annually
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Susan Winter
Pupil premium leads	Katie Barton Jenny Hawkrige
Governor / Trustee lead	Dawn Scouller

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84 835
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	£84 835

# Part A: Pupil premium strategy plan

## Statement of intent

At Wellfield Middle School, we are committed to helping every pupil thrive both academically and socially, achieving their full potential and making excellent progress, irrespective of their background and the challenges they may face. We believe every child deserves high-quality teaching within a nurturing environment. Equity and inclusion is a golden thread that runs through our entire curriculum.

As such, we are resolute in closing the learning gaps associated with disadvantage. Our strategy focuses on narrowing the existing attainment gap between disadvantaged and non-disadvantaged students through high-quality teaching, recognised by the Education Endowment Fund as the most impactful strategy for all learners. This is complemented by a creative and engaging curriculum as well as personalised, carefully-planned support, including in the form of regularly-reviewed interventions. By embedding the Thrive approach, we ensure that children's emotional well-being and resilience are central to their learning, empowering them to succeed both academically and personally.

Through enrichment opportunities, we also aim to develop disadvantaged students' cultural capital, broadening their experiences and knowledge to prepare them for life beyond school. We encourage all students to participate actively in the wider life of the school, benefiting from our rich extra-curricular programme.

As a staff, we are responsive to common challenges as well as individual needs, guided by robust diagnostic assessment. Together, we will:

- Ensure disadvantaged pupils are challenged with ambitious, high-quality work
- Act early to provide intervention at the point need is identified
- Adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raising expectations through appraisal, progress meetings, and ongoing data monitoring

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and enhanced alongside progress for their disadvantaged peers. Our goal is to create a supportive, holistic learning environment where each and every child is valued, inspired, and equipped to reach their full potential.

## Challenges

This following key challenges to achievement have been identified among our disadvantaged pupils:

Challenge number	Detail of challenge
1	<b>Attainment:</b> Although the attainment gap between the disadvantaged and non-disadvantaged within Wellfield Middle is narrowing, it remains a significant priority. Both internal data, as well as published end of KS2 data, indicates that attainment for some groups of disadvantaged pupils is lower than that of their

non-disadvantaged peers in **reading, writing and maths**. This is particularly evident within the cohort due to transition to high school in Summer 2027, where enhanced support is required to secure improved outcomes.

Closing the gaps in reading, writing and mathematics is a key focus.

Attainment Gap	Reading	Writing	Mathematics
Year 5 (9 students)	2%	+12% (disadvantaged outperform non-disadvantaged)	+2%
Year 6 (15 students)	45%	38%	46%
Year 7 (22 students)	6%	12%	15%
Year 8 (25 students)	5%	+4% (disadvantaged outperform non-disadvantaged)	0%

Reading: Y5 (PP: 77% vs Non-PP: 79%); Y6 (50% vs 95%); Y7 (83% vs 89%); Y8 (84% vs 89%)

Writing: Y5 (PP: 77% vs Non-PP: 65%); Y6 (50% vs 88%); Y7 (70% vs 82%); Y8 (84% vs 80%)

Mathematics: Y5 (PP: 78% vs Non-PP: 76%); Y6 (43% vs 89%); Y7 (65% vs 80%); Y8 (88% vs 88%)

2 **Wellbeing:** Assessment information, pupil voice and discussions with the school Wellbeing Team indicate that health and wellbeing challenges negatively affect pupils' engagement and readiness to learn. These barriers disproportionately impact disadvantaged pupils.

3 **SEND Needs:** A higher proportion of disadvantaged pupils are identified as having Special Educational Needs compared to their non-disadvantaged peers. 34% of Pupil Premium children across the school have SEND compared to 16% of non-disadvantaged. Many of these children join our school working 2+ years below age related expectations. Current progress data indicates that pupils with SEND are making less progress than pupils without SEND. This overlap between disadvantage and SEND presents a key barrier to attainment and progress.

4 **Attendance:** Overall school attendance remains above the national average. However, internal data over the past three years shows that attendance for disadvantaged pupils has been between 1.2%-2.35% lower than that of non-disadvantaged pupils. Most recently, PP pupils had 2.35% lower attendance than non-PP pupils, a rise on previous years. The reasons for non-attendance are complex and often linked to other factors; as such, they should be reviewed on an individual child-by-child basis.

5 **Limited Opportunities:** Discussions with pupils and parents suggest increasing financial pressures for some families and thus, in some cases, fewer opportunities to enrich the curriculum outside of school time. Our disadvantaged cohort are disproportionately impacted by this.

Data from the National Child Measurement Programme (NCMP) indicate that 34% of pupils are recorded as not having a healthy weight, many disadvantaged. In light of conversations with parents and external parties, a Poverty Proofing strategy has been developed; however, further embedding and evaluation of its impact are required.

6	<p><b>Lower Levels of Parental Engagement:</b> Data has shown that parents/carers of disadvantaged students have lower levels of engagement with school despite the fact they want their children to achieve well. 11% of disadvantaged students are young carers (compared to 4% of non-disadvantaged). Lower levels of parental engagement reduces the opportunities for communication between school and home to offer support, re-affirm the value of education and related expectations.</p>
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## Intended outcomes

This section outlines the intended outcomes, which we aim to achieve by the end of the current strategy plan. It explains how success will be measured to determine whether these outcomes have been met.

Intended outcome	Success criteria
<p>Improved reading, writing and maths outcomes for disadvantaged students.</p> <p>The attainment gap in <b>reading, writing and maths</b> between our disadvantaged and non-disadvantaged students is narrowed, whilst progress improves for all pupils. (Particular focus given to 24-25 Y6 cohort.)</p>	<ul style="list-style-type: none"> <li>- The attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils is demonstrably reduced (&lt;10%) at key assessment points (termly and end of year).</li> <li>- +75% of PP achieve ARE+ in reading/writing/maths at the end of KS2 and again in KS3. This is sustained (2025-26; 2026-2027; 2027-2028).</li> <li>- Progress measures for disadvantaged pupils are at least in line with national averages and increasingly in line with, or exceeding, those of non-disadvantaged pupils.</li> </ul>
<p>Pupils in receipt of mental health and nurture support demonstrate sustained improved wellbeing.</p>	<ul style="list-style-type: none"> <li>- Sustained high levels of well-being demonstrated. This will be evident in: qualitative data from student voice, student and parent questionnaires, Thrive case studies and teacher observation.</li> <li>- Increase in number of Thrive practitioners across school. PSHE curriculum adapted to meet the mental health needs of pupils.</li> <li>- Reduced gap between PP and non-PP positive behaviour for learning (Arbor incident logs reflect a narrowing gap)</li> </ul>
<p>Pupils who have SEND and are eligible for pupil premium support, have improved outcomes.</p>	<ul style="list-style-type: none"> <li>- Pupil Premium data for KS2 and KS3 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points.</li> </ul>
<p>To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>- &lt; 2% gap between PP and non-PP attendance for 2025-26 onwards. To do this:</li> <li>- Regularly review disadvantaged attendance.</li> <li>- Identify issues on a pupil by pupil basis and initiate home contact if needed to support attendance.</li> </ul>

	- Scheduled meetings where attendance is an ongoing agenda item.
Children receiving pupil premium have access to a broad range of experiences.	- Enrichment activities are planned termly in every year group to broaden the experiences of all children, but planned with children receiving pupil premium in mind. There is an increased number of PP students attending extracurricular groups (at least in line with non-PP). - 100% of PP students have access to an iPad at school and home (loaning scheme)
To be a Poverty Proofed School (NECA accredited) so that families feel supported financially. This will in turn help to foster positive relationships between school and home.	- We will work alongside North East Child Poverty Action to poverty proof our school. Evidence of success will take the form of positive parent voice and annual report from NECA. Staff to consider how their area can contribute to Poverty Proofing (e.g. minimising costs of trips, special days such as World Book Day, etc).

## 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: **£ 8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed/ milestones
<p>Continued professional development of staff to provide high quality teaching, assessment and a curriculum which responds to the needs of all pupils, including the mentoring and coaching of staff.</p> <ul style="list-style-type: none"> <li>- A sustained approach to staff training in quality first teaching, including Wellfield's own 'RADAAR' programme of CPD for new and recently new staff.</li> <li>- A model of Supervision (3 members of staff accredited through UCL).</li> <li>- We have implemented retrieval practice across the curriculum and now we are applying a new</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Ensuring that teachers are provided with high quality CPD is therefore crucial in improving pupil outcomes.</p> <p><a href="#">EEF Effective Professional Development</a></p> <p><a href="#">EEF: Teacher Toolkit Metacognition</a></p> <p><a href="#">EEF: Teacher Toolkit Oral Language</a></p> <p><a href="#">EEF Teacher Toolkit: Collaborative Learning</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p>	1, 3

<p>assessment and feedback strategy.</p> <ul style="list-style-type: none"> <li>- Training for all staff on metacognition, adaptive teaching and how it can improve outcomes for all children.</li> </ul>		
<p>Purchase of Arbor for assessment. Training of staff to ensure that data is collected, inputted and interpreted accurately.</p> <p>Embed use of small steps curriculum for core subjects so that SEND learners (and those working below the programme of study) are shown to be making progress - and where they do not, intervention can take place.</p>	<p>This enables us to ensure a common and detailed understanding of pupil attainment and strategies to improve. The EEF comments on the importance of <a href="#">diagnostic assessment</a> and <a href="#">analysis</a> in improving pupil attainment. This is backed by the <a href="#">NFER research</a>.</p>	1, 3
<p>Retain smaller class sizes for English and Maths in KS2, enabling increased targeted support.</p>	<p>There is evidence that smaller class sizes have an impact on pupil progress. EEF suggests that it gives an additional 2 months impact (maths) over the year, with a proviso that this may be greater with younger children. Anecdotal evidence from Y6 - where smaller group teaching has taken place for the past 5 years in maths - backs this up.</p> <p><a href="#">EEF – Teacher Toolkit</a> <a href="#">Ross Morrison McGill - TeacherToolkit</a></p>	1, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Time will be provided for staff to plan collaboratively and triangulate.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1, 3
<p>Enhancement of our maths teaching and curriculum through quality CPD. Staff will be trained to:</p> <ul style="list-style-type: none"> <li>- Use new maths logos across maths lessons, using a 'I Do, We Do, You Do' structure when planning</li> </ul>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">EEF Teacher Toolkit: Mastery Learning</a></p>	1, 3

<p>- Use manipulatives and representations to help pupils engage with mathematical ideas and structures.</p> <p>To enable this, purchase of manipulatives, renewal of TTRS subscription.</p> <p>Maths parent workshop scheduled for March</p>	<p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3 -</a></p>	<p>6</p>
<p>The dedicated teacher will develop a package of initiatives to promote engagement in, and a love of, reading:</p> <ul style="list-style-type: none"> <li>- A diverse range of good quality, age appropriate books (fiction and nonfiction) available in all classrooms around school</li> <li>- Author visits arranged throughout the year</li> <li>- Nominated reading champions</li> <li>- KS3 and KS2 Reading buddies</li> <li>- Reading support in library at lunch times</li> <li>- Events eg World Book Day (poverty proofed)</li> <li>- Phonics training to help deliver phonics intervention - (bottom 20% identified through GL assessments).</li> </ul>	<p>A clear, reading strategy improves comprehension, decoding, and academic attainment. Evidence from Education Endowment Foundation shows structured approaches (phonics, inference, metacognition) are especially effective for struggling readers, supporting progress, confidence, and curriculum access across subjects. Reading is a lifelong skill and should therefore be pleasurable.</p> <p><a href="#">DFE 2012 'Research Evidence on Reading for Pleasure'</a></p>	<p>1, 3</p> <p>6</p>
<p>Disciplinary Literacy and Oracy:</p> <ul style="list-style-type: none"> <li>- Voice 21 project accreditation. Development of Oracy practice within the classroom. Planned CPD for staff on oracy strategies</li> <li>- The Little Mermaid performance</li> <li>- Talk the Talk workshop for all of Year 7. All students to deliver their own speech in front of the class and gained a certificate</li> <li>- NTLT Oracy Project with all of Year 5 and Year 8.</li> <li>- Key vocabulary (topic and tier 2) displayed and referred to in all classrooms</li> </ul>	<p>Research suggests that a whole school focus on oracy improves academic achievement by enhancing critical thinking, vocabulary and engagement. It also builds crucial socio-emotional skills like confidence, resilience and empathy.</p> <p><a href="#">Voice21 Ten Years of Impact</a></p> <p><a href="#">EEF research on oracy</a></p> <p><a href="#">EEF: Improving Literacy in Secondary Schools</a></p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a></p>	<p>1, 3</p>
<p>An empathic and understanding approach is adopted in all lessons, reflecting our behaviour policy and adopting Thrive strategies. Training time will be allotted for staff training. To do</p>	<p>Evidence from the Education Endowment Foundation shows social and emotional learning improves behaviour, wellbeing, and attainment. The Thrive Approach supports</p>	<p>1, 2, 3</p>

<p>this, an additional Thrive Practitioner will be trained.</p>	<p>trauma-informed practice, reducing disruption and enabling pupils to engage, learn, and achieve consistently across lessons.</p> <p><a href="#">Public Health England: The link between pupil health and wellbeing and attainment</a></p> <p><a href="#">Social and Emotional Toolkit</a></p>	
<p>Provision of SATs revision resources for PP maths and English pupils in Year 6, as well as SATs booster sessions.</p>	<p><a href="#">EEF Toolkit</a> recognises the value of homework as giving high impact (+5 months). The provision of revision materials give our PP students additional support when completing these tasks.</p>	1, 5, 6

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed/ milestones
<p>Regular small group interventions, including phonics and oracy. A rolling programme of targeted interventions for literacy and numeracy to ensure children keep up.</p> <p>Groups include: Phonics Dyslexia Dyscalculia Language and Communication Weekly Reciprocal Reading Weekly Focussed Writing Booster Weekly Maths Weekly Language and Communication</p> <p>These groups target PP and the bottom 20%, including 2027 and 2029 leavers cohort (where enhanced support is required).</p>	<p>There is much evidence showing the impact small group intervention and support can make on learners' progress and attainment:</p> <p><a href="#">EEF Teacher Toolkit: Phonics</a> <a href="#">EEF Teacher Toolkit: Oral Language Intervention</a> <a href="#">EEF Teacher Toolkit: TA Interventions</a></p>	1, 3
<p>The Assess, Plan, Do and Review cycle is used to support the students with the weakest levels of literacy/maths through targeted interventions.</p>	<p>Guidance from Education Endowment Foundation and the Department for Education highlights that structured cycles improve pupil progress, identify needs early, refine interventions, and ensure accountability</p>	1, 3

	<p>through ongoing evaluation and adaptation.</p> <p><a href="#">Assess, Plan, Do Review EEF</a></p>	
<p>Reading for Pleasure - Pupil Premium children reading below/at ARE are targeted and heard reading weekly. The purpose is to allow opportunities for children to read (both 1:1 and as part of a small group), be read to and discuss texts.</p>	<p>Reading-for-pleasure interventions boost literacy, vocabulary, and academic attainment. Programs endorsed by National Literacy Trust show improved motivation, empathy, wellbeing, and social skills. Independent reading time also enhances concentration, creativity, and long-term educational outcomes, especially for disadvantaged students.</p> <p><a href="#">EEF Improving Literacy in Secondary Schools</a></p> <p><a href="#">Want to improve reading?</a></p>	1, 2, 5
<p>Monitoring absence using a graduated approach based on communication and support for parents. Arbor package for attendance.</p>	<p>Monitoring absence with a graduated approach ensures early identification of issues, fosters consistent communication, supports parents effectively, promotes student engagement, reduces chronic absenteeism, and builds collaborative relationships between school, family, and student success.</p> <p><a href="#">Tailored Approach to Attendance</a></p> <p><a href="#">EEF Teacher Toolkit: Parental Engagement</a></p>	2, 4
<p>Homework support: one to one homework intervention for selected SEND and PP; homework club Mon, Tues and Thurs after school.</p>	<p>Homework reinforces classroom learning, develops independent study skills, engages parents, and (according to the EEF) can boost progress by up to five months when purposeful and well-designed.</p> <p><a href="#">EEF Teacher Toolkit: Homework</a></p>	1, 3, 5, 6

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the use of the Hub to improve student social and emotional wellbeing, as well as attendance. Staffing costs; 1:1 alternative curriculum; resources for the Hub to include: breakfast foods, sensory tools.</p>	<p>The Thrive approach enhances emotional resilience, mental well-being, and social skills by focusing on strengths, proactive coping, and supportive environments, promoting overall personal growth, productivity, and long-term life satisfaction. Anecdotal and case-studies in school back this up.</p> <p><a href="#">The Impact of Thrive</a></p>	<p>2, 3, 4, 6</p>
<p><u>Enrichment</u></p> <p>1. Ensure that the curriculum has a broad range of enrichment activities for children to engage with. In each year group, this includes assemblies, school trips, visitors in school and a wide range of clubs. Poverty proof costs.</p> <p>2. Provide additional opportunities outside of school so that children can access activities beyond the curriculum (e.g. competitions, carnival).</p> <p>3. Promote and enable access to music tuition through pupil voice, communication with peripatetic music teachers and parents.</p>	<p>This report detailed that being a part of extra-curricular activity had a range of positive impacts, including achievement and attendance at school: <a href="#">An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK</a>. <a href="#">EEF Teacher Toolkit: Physical Activity</a></p> <p><a href="#">EEF Teacher Toolkit: Arts Participation</a></p> <p><a href="#">The impact of instrumental music learning on attainment at age 16</a></p>	<p>1, 2, 5</p>
<p><u>Poverty Proofing</u></p> <p>1. Develop an EcoHouse. During times where students need resources for class, homework or crafts, they can access the eco house and use some resources rather than buying new ones.</p> <p>2. Provide coupons at events such as School Fair</p> <p>3. Trip costs are shared early in the academic year</p> <p>4. All children have access to iPad at home and school (loaning scheme)</p> <p>5. Yoga and counselling sessions are offered to disadvantaged students, as applicable and, where costs incur, at a discounted rate.</p>	<p>Poverty proofing in schools benefits students by ensuring equal access to resources, reducing financial barriers, improving attendance and engagement, supporting academic achievement, fostering inclusivity, and promoting long-term social and emotional development. Our school has its own Poverty Proofing action plan provided by NECA during our last review.</p> <p><a href="#">NECA Poverty Proofing</a></p>	<p>2, 5, 6</p>
<p>Develop forest school programme so that students help to build and benefit from access to an outdoor learning environment with different stations (such as growing plants, den building, art in nature etc). This will actively get</p>	<p>Forest school boosts students' confidence, engagement, social skills, wellbeing, creativity, and outdoor learning opportunities. For PP students, this may be an</p>	<p>2, 3, 5</p>

<p>students moving and contribute to wellbeing and healthy choices.</p> <p>(Other ongoing wellbeing initiatives will continue to include: Thrive, School Nurse, School Counsellor, Yoga, Art Therapy, Young Carers, Bereavement Group, Parent Bereavement Group)</p>	<p>opportunity they otherwise do not receive at home.</p> <p><a href="#">The impact of a healthy lifestyle</a></p>	<p>2, 3, 5, 6</p>
<p>Provision of SATs parent workshops and Thrive/Bereavement Family workshops.</p>	<p>The EEF recognises the importance of parent involvement. In particular, maths anxiety with parents is found to be detrimental to student engagement with the subject.</p> <p><a href="#">Parental Engagement EEF</a></p> <p><a href="#">Parents' fear of maths linked to lower achievement in children – new research</a></p>	<p>6</p>
<p>Work with whole school attendance tracking systems (including Arbor) to monitor disadvantaged attendance and develop strategies to support improved attendance.</p> <p>All PP parent/carers either attend parent consultations or are contacted afterwards by phone for a progress update.</p>	<p>Attendance monitoring improves PP students' engagement, reduces absenteeism, supports interventions, and enhances academic progress and wellbeing.</p> <p>The impact of attendance is highlighted in the <a href="#">North Tyneside advice on attendance</a> and the Education Policy Institute 2025 report <a href="#">Breaking Down The Gap</a> comment on the importance of attendance with attainment, especially for disadvantaged pupils.</p>	<p>4, 6</p> <p>6</p>

**Total budgeted cost: £ 84,000**

