

Pupil premium strategy statement 2025-26

School overview

Detail	Data
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	Termly in December 2025, March 2026 & July 2026
Statement authorised by	Katy Lawrence Headteacher
Pupil premium lead	Katy Lawrence
Governor / Trustee lead	Simon Mair Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sept 25 – Mar 26 (26/39 weeks) £159,131
	Based on Census – Apr – Jul 26 (13/39 weeks) £71,708 (estimated)
	Total £230,839
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£230,839

Part A: Pupil premium strategy plan

Statement of intent

Edward Wilson Primary School is in the ward of Westbourne in the borough of Westminster, which is the second most deprived ward in London (after Poplar in Tower Hamlets); we recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.

Therefore, our Pupil Premium funding is allocated for pupils who are:

- socially and/or economically disadvantaged and/or eligible for FSM
- Looked After Children
- Service Children
- vulnerable and at risk of school avoidance, exclusion or underachievement
- subject to a Child in Need plan
- identified as having complex, significant additional needs

Our priority for every child is the quality of education at our school, and for that reason the majority of our Pupil Premium Grant is spent on our high-calibre, experienced teaching team. Every child is taught by a member of this team, and disadvantaged pupils have enhanced provision including tuition, interventions and an enrichment programme to expand their cultural capital.

Our intent behind these decisions is to ensure that no child falls behind in reaching their academic, social and emotional potential.

At Edward Wilson, we believe 'a rising tide lifts all boats'; therefore, our measures are planned so that non-disadvantaged pupils' attainment will improve alongside their disadvantaged peers.

Challenges

Historically, we have had academic lower attainment for disadvantaged versus non-disadvantaged pupils. This is due to a complex and intersecting range of issues, captured in order of priority to be addressed below:

Challenge number	Detail of challenge
1	Attendance affects a significant minority of our disadvantaged pupils. Persistent absence is a particular concern for key families, who often have challenges in addition to economic, including parental mental health difficulties and lack of parental engagement with the school. Our attendance officer meets weekly with the PPG Lead (Headteacher) so action is taken quickly to get the most vulnerable pupils into school.
2	Access to resources and opportunities are two of the largest barriers to equity of education for our disadvantaged pupils. Many of our pupils lack adequate IT hardware and Wi-Fi access at home. For this reason, we loan Chromebooks, run homework clubs, and give considerable SLT time to monitoring the completion of homework, including parent meetings and subsequent drawing-up of support plans for families. Our enrichment programme is extensive and addresses gaps in cultural capital, social and academic confidence and ensuring our pupils are exposed to culturally relevant role models.
3	As our school has a high proportion of pupils with SEND including complex needs, this impacts our disadvantaged attainment data. For that reason, we place great importance and allocate significant funding to the staffing and professional development of the staff team who work with this group of children. This includes CPD for the entire teaching team, Makaton train-the-trainer, the NPQSENCO for four leaders and high ratios of staff to pupils.
4	Teacher assessments and national assessments indicate that progress gaps between disadvantaged pupils and non-disadvantaged pupils is particularly identified in writing across the school. This includes greater depth. A whole-school focus on presentation and handwriting alongside oracy is in place for 2025-26 and the two years beyond, led by the Writing Lead and Headteacher. Our tuition programme runs at additional staffing cost for our senior, skilled teaching team, and a large portion of the PPG is allocated to this and other initiatives.
5	The intersection of need between disadvantaged and social and emotional barriers to a child achieving their potential is considerable at Edward Wilson. We ensure our most vulnerable pupils receive an enhanced provision aimed at improving their wellbeing. This includes art therapy, enrichment trips, clubs and one-off events such as cooking club and fundraising projects.

Intended outcomes

One of our seven SDP priorities is *Ensure that disadvantaged pupils thrive in all areas of school life*.

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. They relate to the areas in the table above.

Intended outcome	Success criteria
1. Disadvantaged pupils attend school every day, on time and ready to learn and thrive.	• Attendance for disadvantaged pupils is in line with non-disadvantaged • These pupils are alert, well-fed and engaged all day • Families are supported where needs be to ensure their child is in school
2. Disadvantaged pupils complete homework as well as their non-disadvantaged peers Disadvantaged pupils take part in an enrichment programme that is well-planned and well-pitched for different abilities and needs	• The number of children in homework reflections is proportionate to the pupil population • Families engage with next steps e.g. meetings, homework club, reward charts • Staff make and monitor the impact of adaptations e.g. printed homework, different expectations for disadvantaged pupils with SEND • Disadvantaged pupils take part in at least one enrichment activity per term (see SDP and website for details) and say they benefit from it; teachers report greater engagement, levels of oracy and other markers of progress
3. Disadvantaged pupils with SEND, particularly those with high levels of need, make good progress from their starting-points.	• Progress is tracked clearly and celebrated • Attendance is at least 95% • Pupils communicate, as appropriate, that they enjoy and feel proud of their work in school
4. The gap between disadvantaged pupils and their peers in writing is closed	• At least 7% more disadvantaged pupils per class achieve EXS at the end of the year • Teachers know which pupils are disadvantaged and target them as agreed in Pupil Progress Meetings • The appointed Assessment Lead (from January 2026) tracks this group's writing progress as a priority, identifying patterns and addressing these promptly and effectively
5. Disadvantaged pupils with SEMH needs are a priority for pastoral support	• These children are discussed weekly in DSL meetings; actions agreed are undertaken promptly and their impact evaluated by DSLs

	• These children receive additional care and support as required (impossible to predict and list but for example clothing, daily check-ins with Headteacher/other trusted staff-member) • The enrichment programme is co-created for and (when appropriate) with this group e.g. cooking club, additional museum/gallery trips and workshops • Student roles of responsibility e.g. Eco Council (forming Spring term 2026) and School Council are allocated to this group as a priority • Assembly themes are planned for and (when appropriate) with this group
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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: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Makaton train the trainer for SRP team-member; all staff trained in Makaton starting Summer 2026	There is considerable evidence that children across a range of abilities lose verbal articulacy first when dysregulated, and that for children with little/no speech, Makaton is helpful for measuring understanding and improving their safeguarding.	21 (SRP plus high needs pupils elsewhere)
Appointment of Assessment Lead; redistribution (and renumeration where relevant) of other leadership positions	Although about a decline in standards at secondary stage, this Sutton Trust's report highlights the importance of robust tracking of pupil attainment.	131 (all)
NPQSENCO for Headteacher, SRP Lead, Writing Lead and EYFS Lead	With an expanding SEND provision and our first SDP aim to become a centre of excellence for SEND, the evidence behind having a expert team who are SENCo qualified supports our current strategy.	42 (disadvantaged + SEN K/EHCP)

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

Budgeted cost: £ 123,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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After school tuition (leaders, teachers, Headteacher)	EEF research (2021) indicates small group tuition yields a moderate impact for low cost based on moderate evidence.	31
Additional teacher expertise/support: • Three Core Subject Leads in Year 6 for cohort of 41 • Phonics Lead interventions for KS2 • Two teachers in Year 4, overlap one day per week • Learning Mentor/HLTA in Year 6 • Three SLT members in class • Cover timetable in place (includes SENDCo, Headteacher, Phonics Lead, Writing Lead) to ensure quality cover for all classes wherever possible	EEF research (2021) indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.	131 (all)

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment programme led by Headteacher, with subject leads and other staff-members leading specific activities: • Museum and gallery trips • Workshops • Extracurricular clubs • Lunchtime Games Club	A NFER/EEF project showed that encouraging participation in learning activities beyond the normal school day improved aspirations and attainment of primary pupils.	67 (KS2 disadvantaged)
MIND programme led by SLT member	Although the cohort was secondary-aged, this metastudy by UCL/IoE (2015) showed that, underpinning all the successful programmes in	Predicted: 13 (disadvantaged + significant SEMH needs)

	this review was a positive approach adopted by teachers and school leaders to pupils with SEMH.	
Attendance Lead role	A recently-published UCL Policy Lab report references attendance as key indicator for future success for poorest students.	26 (disadvantaged + persistent absence)
New Behaviour and Anti-Bullying Policy working party (staff time and CPD) Staff time implemented new policies, e.g. Headteacher's bullying investigations for vulnerable and disadvantaged pupils	There is a lot of peer-reviewed evidence that pupils living with disadvantaged and at least one other barrier e.g. disability are far more likely to be bullied e.g. this Millenium Cohort Study .	131 (all) with as yet unknown number of vul/dis pupils benefiting from support of new approach

Total budgeted cost: £231

Further information

- There have been no suspensions or permanent exclusions this term. Pupils who have previously been suspended or are at risk of (further) suspension are being monitored and supported.
- We have partnered with the Westbourne Park Children's Centre and the Catholic Children's Society on the Thrive Project, which invests money in our school (art therapy, visits to WPCC) over three years. We are also partnered with Plant Environment, a charity which promote eco education and children's access to green spaces. Our pupils visit a canalside natural space called Bloomfield Gardens on a rota each week.

Total number of pupils	Disadvantaged pupils	Pupils with English as an additional language (EAL)	Pupils have special educational needs and/or a disability (SEND)
252	58%	92%	25%

2025-26: Y1 – Y6

	Whole school attendance 2025– 2026 <i>National average = 95%</i>	Severely Absent (Below 50%)	Persistently Absent (Below 90%) <i>National average = 8.8%</i>	100% Attendance
Autumn 1	95.7%	0 pupils	25 pupils Y1 –Y6	91 pupils
Autumn 1 2024	94.4%	0 pupils	55 pupils = 20%	97 pupils