

Service pupil premium strategy statement

This statement details our school's use of service pupil premium funding to help improve the attainment and pastoral needs of our service pupils.

It outlines our service pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of service pupil premium had within our school.

School overview

Detail	Data
School name	Wellington Eagles Primary Academy
Number of pupils in school	180
Proportion (%) of service pupil premium eligible pupils	61%
Academic year/years that our current service pupil premium strategy plan covers	2025-2026
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Ms S Broad
Service pupil premium lead	Mrs E Fagan
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Total budget for this academic year	£50,050

Part A: Service pupil premium strategy plan

Statement of intent

At Wellington Eagles, we believe that every child deserves a rich and varied education and that we, as a school, should strive to provide as many opportunities as we can in order for our children to succeed. We recognise that, in order to provide high quality education to all our children, additional interventions and provisions are required for those for whom we receive Pupil Premium funding and Service Premium funding.

The strategy laid out in this report aims to achieve this by providing staff with training to ensure pupils are accessing high quality first teaching, providing behavioural and pastoral support and developing the resilience and sense of belonging of our service pupils.

We want our service pupils to have the best possible education whilst providing them with a range of wider opportunities to support their needs.

Challenges

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

Challenge number	Detail of challenge
1	High rates of pupil mobility. (Sense of Belonging)
2	Emotional support for pupils especially in the case of parental deployment.
3	Pupil resilience and self-esteem – Mental Health
4	Behaviour

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
Children who are new to the school are quickly assessed in order for teachers to plan accordingly. Interventions will be put into place to address gaps in learning, which can have a detrimental social and emotional impact. Historic attendance data will be used to identify pupils for early attendance interventions.	Pupils assessed shortly after arrival (esp if no previous school data) Interventions put in place. Measurable impact from interventions. High attendance.
Children who are new to the school are shown that they are welcome to the 'Eagles Family' and begin to develop that sense of belonging immediately.	Pupils seen to be involved immediately and develop friendships. Report as happy and safe within discussions and surveys
Pupils receive pastoral support through a variety of means. Including initial meeting with SPP Link staff for 'induction', in school behaviour support, trained staff in order to help them access their learning. Parental support through SPP Link and Family Support Adviser.	Have a sense of belonging – being an 'Eagle' immediately Pupil voice indicates that pupils are happy in school. Children achieving in their lessons. Good relationship with parents.

<p>Improved attitudes to learning and a greater understanding of the importance of education leading to increased aspirations. PSHE will be used to cover aspirations and regular discussions and aims/goals further linked to our SOAR Values. Resilience will be built and confidence developed through education of the school's values and allowing pupils to take risks and learn from their mistakes.</p>	<p>Less behaviour related problems. Evident behaviours for learning embedded in learning walks. Confident pupils who can articulate their aspirations.</p>
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Activity in this academic year

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

Teaching

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of staff in order that pupils receive high 'quality first teaching' (especially those with identified SPP funding) through well planned lessons, an engaging curriculum and staff CPD and management so that social and emotional concerns relating to the impact of mobility on learning are reduced.</p> <p>Teachers able to easily track the progress and attainment of pupils through a tracking tool/system to enable quick intervention and catch-up.</p>	<p><i>Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of highquality training is limited. - EEF</i></p> <p><i>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. - EEF</i></p>	1, 3, 4

Targeted academic and pastoral support

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SPP Link member of staff. Will meet and greet, go through induction for parents and child, expectations, discuss any barriers and ensure pupil has buddy.</p>	<p><i>On average, specific interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. – The EEF</i></p>	1,2,3

Behaviour support specialist in school. The role would involve providing support for pupils (reconnection, behaviour plans, targeted interventions, and 1:1 support), staff (behaviour workshops, team teaching) and parents (advice and support).	<i>The evidence from the EEF indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</i> <i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. – The EEF</i>	2, 3, 4
Support staff who are trained to deliver ELSA	<i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. – EEF</i>	2, 3, 4
Support staff to deliver SEMH/SEL and various other targeted interventions inc access to EP	<i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. - EEF</i>	2, 3, 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for trips/visits targeted at service pupils, such as EP (if required), outdoor learning, teambuilding and sport.	<i>Targeted trips and visits will help service pupils to develop social connections with other pupils, whilst promoting resilience and aspiration.</i> <i>With many parents being deployed it may fall on one parent to provide payment. This may be difficult if finances are not shared.</i>	3

SPP link to run KS1 and KS2 Dandelion Club on specific lunchtimes.	<i>This club brings service children together to encourage friendships and a sense of belonging.</i>	
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Total budgeted cost: £50,050

Part B: Review of outcomes in the previous academic year

Service pupil premium strategy outcomes

The impact of that spending on service pupil premium eligible pupils

Attainment overview of Service Premium versus Non-Service Premium for 2024-25

	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+	EXS+
	Reading		Writing		Maths		Combined		Comb. Diff.
	SP	NSP	SP	NSP	SP	NSP	SP	NSP	
Y1	65%	40%	69%	60%	78%	80%	61%	40%	+21%
Y2	77%	85%	76%	71%	86%	57%	76%	57%	+21%
Y3	58%	69%	58%	69%	75%	69%	58%	46%	+12%
Y4	71%	50%	50%	40%	64%	60%	50%	40%	+10%
Y5	79%	25%	57%	75%	71%	50%	57%	25%	+32%
Y6	48%	60%	64%	75%	48%	40%	40%	40%	0%

Reception GLD – SP 67%, Non-SP 75%

All the data above has been taken from assessments of all pupils during the Summer 2 assessment point. Pupils sit Reading & Maths papers 3 times throughout the year which produce comparative standardised scores and raw score data. This test data underpins assessment data. In writing, teachers are asked to assess pupils against the National Curriculum objectives throughout the year. To support their judgements, moderation between peers and through pupil progress meetings also take place at several points throughout the academic year.

The above data shows that our service pupil premium pupils are performing broadly the same or higher than their non-service premium peers in most areas in most year groups. Service pupil premium pupils are now outperforming their non-service pupil premium peers across the year groups, looking at the combined data across all three areas.

It can be concluded from the above data, that the strategies outlined in the Service Pupil Premium Strategy had the desired effect and this strategy will aim to ensure a continued meaningful impact on the pupils.