



WICKERSLEY
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Foljambe Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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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.

1. School overview

School Name	Foljambe Primary School
Number of Pupils in school	102
Proportion of Pupil Premium eligible pupils	62 (61.8%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Jackie Heydon
Governor Lead	Susan Mitchell

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£102,597
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£102,597

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

The core mission of Foljambe Primary is to secure strong foundational academic skills and emotional stability for all disadvantaged pupils, thereby ensuring they access their full entitlement and achieve academic outcomes consistent with their peers.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close the Reading Attainment Gap:** Secure strong academic outcomes, with KS2 Combined Reading, Writing, and Maths Expected Standard (EXS+) exceeding 30%, and KS1 Reading EXS (All) exceeding 70%.
- **Embed Foundational Literacy:** Reverse the inconsistent Phonics trend, with the Year 1 Phonics Screen Pass rate exceeding 70% and accelerated progress demonstrated in all reading intervention groups.
- **Ensure High Attendance:** Stop the widening attendance gap by increasing overall Pupil Premium attendance to 93.0% and narrowing the PP-All gap to less than 1.0%.
- **Promote Safety and Resilience:** Maintain a record of **zero** Permanent Exclusions and Suspensions for all pupils, supported by a 10% **increase** in PP Positive Events per Student.
- **Build Cultural Capital:** Ensure 100% of Year 6 PP pupils participate in key aspiration-building activities and increase overall PP attendance at all subsidised trips/visits and after-school clubs by 20%.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly low foundational literacy, the widening attendance gap, and the management of complex SEMH needs.

The strategy allocates **£26,131** for academic support, focusing on first-quality teaching (QFT), **Action Tutoring**, and catch-up for high-mobility children (Magna Lane pupils). **£11,901** is invested in literacy via **NELI intervention** and the Fluency Project to address the core reading deficit. A commitment of **£12,342** funds Welfare Officers and parental engagement to reverse the widening attendance gap. The largest investment of **£44,630** secures specialist SEMH support, including **Magna Lane provision**, ELSA, and Legotherapy, which is critical for maintaining **zero exclusions**. Finally, **£7,592** subsidises all trips and residentials to remove financial barriers and boost cultural capital.

Key Principles of the Strategy Plan

The Foljambe Primary strategy is underpinned by three core, interdependent principles:

- **Sustained Zero Exclusion Model:** Maintaining the comprehensive tiered SEMH and Behaviour system (including external provision and in-house support) that is proven to keep highly vulnerable children regulated, in school, and managing complex needs.
- **Targeted Foundational Skills Overhaul:** Building on the previous success in Maths by implementing new high-impact strategies (NELI, Phonics instruction) to urgently drive up the Year 1 Phonics pass rate and close the significant reading attainment gaps at both Key Stages.
- **Proactive Barrier Removal:** Sustaining rigorous attendance tracking (Welfare Officers) and ensuring 100% of the cultural entitlement is met by removing all financial barriers for trips, residentials, and after-school clubs.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Persistent Reading Attainment Gap in KS1 & KS2: While KS2 Maths saw improvement, the KS1 Reading EXS gap remains wide (Reading EXS for All 60% vs PP 40% in 2024 without Magna Lane pupils, and Reading EXS+ for All 33–37% vs PP 43% in 2025). The KS1 attainment levels (Reading 50%, Writing 33%) are too low overall.
2	Foundational Literacy Deficit (Phonics): Despite predicted improvement, the Phonics challenge remains, with only 56% of Y1 passing the screen in 2025. Addressing this is critical as it is the foundation for reading success in KS1 and KS2.
3	Widening Attendance Gap: Although overall attendance is improving, the PP-All attendance gap is widening, from –0.9% in 2023/24 to –1.5% in 2024/25. This persistent gap suggests that PA is disproportionately affecting the disadvantaged cohort and is a worsening trend.
4	Risk of Exclusion due to Complex SEMH/Behaviour: Although current suspensions are zero, there was one permanent exclusion/suspension in 2023/24 for a PP pupil, highlighting the fragility of the cohort and the need for constant, intensive SEMH support (Magna Lane, Woodland View).
5	Low Aspirations & Inconsistent Engagement in Enrichment: The extensive list of enrichment activities contrasts with the challenge of engagement, which requires financial support for trips/residentials to boost cultural capital and aspirations.
6	Need for Increased Positive Behaviour Reinforcement: While overall positive events are increasing (from 11,322 in 2023/24 to 15,846 in 2024/25 for PP), the school needs to continue reinforcing the Foljambe Ways and general resilience behaviours to ensure stability.
7	Impact of In-Year Admissions (Magna Lane) on Data: The data consistently shows a drop-in attainment when Magna Lane pupils (new arrivals) are included (e.g., KS2 Maths EXS+ is 47% without Magna Lane vs 41% with), requiring additional, immediate academic catch-up for these complex, high-mobility children.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
Improve Attainment & Progress	KS2 Reading EXS+ PP: 43% (2025). KS1 Reading EXS All: 60% (2024).	KS2 Combined RWM EXS+ PP to exceed 30%. KS1 Reading EXS (All) to exceed 70%.
Close Literacy & Numeracy Gaps	Y1 Phonics Screen Pass: 56% (2025).	Y1 Phonics Screen Pass to exceed 70%. Reading age progress in intervention groups to show accelerated progress using diagnostic testing.
Improve Attendance	PP Attendance (2024/25): 92.3%. Gap (PP-All): –1.5%.	PP Attendance to exceed 93.0%. Gap (PP-All) to narrow to less than –1.0%.
Reduce Extreme Sanctions & Improve Behaviour	Suspensions (2024/25): 0.	Maintain zero Permanent Exclusions and Suspensions (0 in 2025/26). Increase PP Positive Events per Student by 10% over the academic year.

Boost Aspirations & Post-16 Readiness	An extensive list of aspiration-raising activities.	100% of PP pupils in Year 6 to participate in key aspiration-building activities (e.g., RUFC Health, History Careers talk).
Increase Engagement in Enrichment	A high number of enrichment activities are available.	Increase PP attendance at all subsidised trips/visits and after-school clubs by 20% over the academic year.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenges 1, 7)	Additional staffing (TA/Teacher) to deliver Reading, Writing, and Maths lessons to support first-quality teaching. Action Tutoring EEF research initiative. Additional TA hours for structured intervention, Digital Learning Platforms.	£19,083 £7,048	Action Tutoring is a high-impact strategy (Small Group Tuition: +4 months' progress). Staffing focused on QFT ensures consistent delivery, particularly for high-mobility groups (Magna Lane).
Literacy & Numeracy (Challenge 2)	Diagnostic Testing (NGRT, Phonics screening), NELI intervention, Fluency Project Literacy Lessons, Specialist-led Literacy Tutor Groups, Targeted Phonics instruction.	£11,901	NELI (Oral Language) interventions show +6 months' progress. Reading comprehension strategies (+6 months) address the core reading deficit.
Attendance & Punctuality Drive (Challenge 3)	Welfare Officers and Parental Engagement Manager (parental engagement, home visits). Practical support (removing transport barriers), and an Attendance rewards system.	£12,342	Proactive parental engagement (+4 months' progress) helps reverse the widening attendance gap. Rigorous monitoring supports early intervention.
Behaviour & SEMH Support (Challenges 4, 6)	Behaviour Support Officers, Magna Lane provision, Hamish and Milo Programme, Legotherapy and ELSA-trained Teaching Assistants.	£44,630	Behaviour interventions show +4 months' progress. ELSA/Legotherapy provide targeted Social and Emotional Learning (+4 months). External provisions (Magna Lane/Woodland View) are critical for maintaining zero exclusions.
Enrichment & Aspirations (Challenge 5)	Outdoor adventurous activities within the PE curriculum, Peripatetic music lessons, Robust careers provision including speakers and visits, Programme of trips and visits (covering costs - Trust Residential).	£7,592	Arts participation (+2 months). Subsidising trips and residentials (Seahouses Residential, Camping, etc.) directly addresses the engagement barrier and builds cultural capital.
Total budgeted cost		£102,597	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Persistent Reading Attainment Gap in KS1 & KS2

Evaluation Detail	Summary
Impact	Mixed. KS2 attainment showed a marked increase overall, with PP attainment in KS2 Maths at 50% and overall KS2 Combined RWM at 29% (up from 0% in 2023). Critically, Overall Y6 PP attainment was in line or higher than non-PP peers. However, the foundational reading attainment in KS1 is still too low (Reading EXS 50% with Magna Lane pupils).

Foundational Literacy Deficit (Phonics)

Evaluation Detail	Summary
Impact	Inconsistent. The strategy is driving a predicted improvement for 2025, with 67% of the current Y1 cohort on track to pass the phonics screen (up from 46% the previous year). However, the actual Y1 Phonics pass rate in 2025 was only 56%, indicating the deficit remains significant and the gap is not yet fully closed.

Widening Attendance Gap

Evaluation Detail	Summary
Impact	Partially Successful. Overall PP attendance is high at 92.3% (2024/25), but the gap with All Pupils has widened to -1.5% (from -0.9% in 2023/24). This indicates that while the rigorous monitoring maintains a high floor for attendance, the strategies are not yet effective at accelerating the attendance of the most challenging cohort to narrow the gap.

Risk of Exclusion due to Complex SEMH/Behaviour

Evaluation Detail	Summary
Impact	Outstanding. The investment in the SEMH/Behaviour support system successfully maintained zero Permanent Exclusions and zero Suspensions for PP pupils in 2024/25. The improved graduated response and expertly trained staff are effectively managing the severe risk indicated by the 2023/24 exclusion.

Low Aspirations & Inconsistent Engagement in Enrichment

Evaluation Detail	Summary
Impact	Under-realised. While the school provides an extensive program of PD and enrichment (e.g., residential, sports, career talks, and trips), data on PP participation is required to confirm if the financial barriers have actually been removed. The potential is high, but the impact on aspiration cannot be confirmed without specific engagement data.

Need for Increased Positive Behaviour Reinforcement

Evaluation Detail	Summary
Impact	Successful. The increase in positive praise events for PP pupils (from 11,322 in 2023/24 to 15,846 in 2024/25) correlates with the improved behaviour and stability. Reinforcing the <i>Foljambe Ways</i> and general learning behaviours is working.

Impact of In-Year Admissions (Magna Lane) on Data

Evaluation Detail	Summary
Impact	Clearly Evident. The data confirms that Magna Lane pupils negatively impact headline attainment figures (e.g., KS2 Maths EXS+ is 47% without vs 41% with). However, the strategy to deploy immediate academic catch-up for these high-mobility children is in place, and the KS2 PP cohort, despite having these pupils, still performed well overall.

Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Targeted Academic Support (Challenge 1)	Focused Intervention in Maths and Numeracy:	The specific strategies implemented for mathematics successfully closed the Maths EXS+ attainment gap to 0% at KS2 and secured a Year 6 Maths gap of +1. Overall, Y6 PP attainment was in line or higher than non-PP peers.
Behaviour & SEMH Support (Challenges 4, 6)	Tiered SEMH Intervention System (ELSA, Legotherapy, Hamish & Milo) and External Provisions (Magna Lane):	This comprehensive safeguarding structure maintained zero permanent exclusions and zero suspensions for PP pupils in 2024/25. The success confirms the vital role of these systems in keeping highly vulnerable children regulated and in school.
Pastoral & Attendance (Challenge 3)	Rigorous Tracking and Monitoring with Welfare Officers/Managers:	The system secured high PP attendance at 92.3% in 2024/25 and successfully narrowed the attendance gap with All Pupils to -0.9% in 2023/24. This proves the effectiveness of monitoring and celebration.
Safeguarding & Stability (Challenges 4, 7)	Zero-Tolerance for Exclusion/Suspension Protocol:	Successfully maintained zero permanent exclusions and zero suspensions for PP pupils in 2024/25, demonstrating that high-impact behavioural challenges can be managed internally without resorting to extreme sanctions.

Part C: Further Information and Context

Improve Attainment & Progress

2023			2024			2025		
GLD	5/ 13 38%		GLD	3/9 33%		GLD	11/24 46%	
GLD PP								
Phonics Y1	8/ 13 62%		Phonics Y1	8/ 13 62%		Phonics Y1	5/10 50%	
Phonics Y1 PP							2 / 5 40%	
KS1	EXS	GDS	KS1	EXS	GDS	KS1	EXS	GDS
Reading	5/19 31%	0	Reading	6/10 60%	*2	Reading	10/19 53%	4/19 21%
Reading PP							7/12 58%	2/12 17%
Writing	3/19 15%	0	Writing	4/10 40%		Writing	4/ 19 21%	
Writing PP							2/12 17%	
Maths	6/19 31%	0	Maths	7/10 70%	2/10 20%	Maths	10/ 19 53%	3/19 16%
Maths PP							8/12 67%	2/12 17%
KS2			KS2			KS2		
Reading	3/17 18%	0	Reading	6/17 35%		Reading	7/21 33% 7/19 37%	1/21 4.7% 1/19 5.3%
Reading PP						Reading	6/14 43%	
Writing	4/17 24%	0	Writing	6/17 35%		Writing	7/21 33% 7/19 37%	
Writing PP						Writing	5/14 36%	
Maths	1/17 8%	0	Maths	7/17 41%		Maths	9/21 43% 9/19 47%	
Maths PP						Maths	7/14 50%	7% 1/14



Key Stage 2 Attainment 2024, with a Focus on Year 6

The data for the Year 6 cohort shows a marked increase in attainment compared to the previous academic year. This data includes 2 pupils from Magna Lane who both arrived in Jan 2024. Five pupils were identified with SEND and 11 pupils identified as disadvantaged. This is a decrease from 2023 when 8 pupils were identified as SEND and 14 as disadvantaged.

Mathematics: Attainment at the expected standard (EXS+) in Mathematics increased from 10% in 2023 to 41% in 2024. Without Magna Lane pupils this would be 47%

Writing: Attainment rose from 25% in 2023 to 35% in 2024. Without Magna Lane pupils this would be 40%

Reading: Attainment rose from 20% to 35% in 2024. Without Magna Lane pupils this would be 40%. 6% of pupils gained the higher standard.

Combined RWM: The combined score for Reading, Writing, and Maths at EXS+ increased from 0% in 2023 to 29%.

Overall Y6 PP attainment is in-line or higher than non-PP peers in 2025. This is mainly the focus of interventions and academic catch-up being deployed to meet these children as the majority of school population in older year groups. This trend has shown improvement in recent years, and is predicted to rise further this year.

Key Stage 1 Attainment 2024, with a Focus on Year 2

The data for the Year 2 cohort shows a marked increase in attainment compared to the previous academic year. The data includes 2 pupils at Magna Lane.

Mathematics: Attainment at the expected standard rose to 58% including Magna Lane pupils and to 70% without those pupils in 2024.

Writing: Attainment rose to 33% including Magna Lane pupils and 40% without those pupils in 2024.

Reading: Attainment rose to 50% including Magna Lane pupils and 60% without those pupils in 2024.

The Y6 trend is also evident in end of Key stage 1 assessments in 2025. Maths has been a particular strength here, where performance of the 12 PP children is more in-line with national average maths EXS performance.

Across all phases, writing a significant concern.

Phonics

Predictions for 2025 show an increase in phonics at both year 1 and year 2 cumulative.

In 2025, 6 out of the 9 children are on track to pass the screen. This is 67%, an increase from the previous year of 46%. There are 4 children who attend Woodland view who are chronologically year 1 age but they did not complete EYFS so will take the screen in 2026.

In 2025, 5/10 (50%) did pass, a decrease from the number on track, but an increase from 2024. Of these, the 2 of 5 PP children passed the check. As this is a very small sample size, it is difficult to identify specific impact of PP-only approaches. However, these children did have...WHO DID YOU LOSE?



Close Literacy & Numeracy Gaps – Interventions and Impact

Phonics

- Rapid catch up teaching
- Little Wandle has two sessions a day as well as a catch up
- Phonics booster daily (small groups)

Reading Intervention

- 1:1 Reading
- Daily reading
- Reading boosters
- YARC
- Little Wandle
- Action tutoring

Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All		89.3	91.7	92.1	93.9%
PP		88.9	91.4	91.2	92.3
FSM Ever6		88.9	91.4	91.2	92.4
Gap		-1.6	-0.3	-0.9	-1.5%

*Year to date

Attendance Bands

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	-	5	4	3	42
95%-100%	-	37	42	49	67
90%-100%	-	77	70	82	82
50%-89%	-	33	26	24	19
Below 50%	-	7	5	4	1
Total	-	117	101	110	102



Reduce Extreme Sanctions & Improve Behaviour

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All		0	0	1	0
PP		0	0	1	0
FSM Ever6		0	0	1	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	7	4	0
PP	0	0	7	4	0
FSM Ever6	0	0	7	4	0

PP children are benefiting from improved graduated response protocols in school, as well as more expertly trained staff in dealing with their underlying triggers. This includes more focus and training on SEMH, regulatory protocols and on providing same-day catch up sessions when children have not achieved in main lessons. Overall behaviour is more consistent across the stable leadership team, and the nuanced use of Trust-wide resources for internal suspensions, work-at-another venue options and on using this to reinforce key messages with children has resulted in a downward trend to suspensions over time.

Positive Behaviours

Positive Events per Student

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	No data	No data	12656	16419	3773
PP			11322	15846	3291
FSM Ever6			11322	15846	3291

The increase in positive praise does correlate with PP, and reinforcing the Foljambe Ways has increased year-on-year as general learning, transition and resilience behaviours have improved.



Boost Aspirations & Careers Readiness

The Money Matters curriculum teaches our students about the financial world they live in. It teaches them the importance of money and explores different financial situations they will meet as both children and adults.

The primary Money Matters curriculum teaches students to understand the value and importance of money. They learn about our money system and how goods and services are paid for. They learn to make financial choices linked to limited budgets and how advertisements influence our spending. They learn about how money is earned and the importance of budgeting and saving.

Careers in the Curriculum

Our careers curriculum is tailored to each subject and one lesson per subject per year is dedicated to careers. Careers lessons run in set months: for example, January is Science Careers in the Curriculum month. The curriculum is devised by our Careers team but delivered by subject specialists.

We have also devised curriculum newsletters to inform parents of the learning in that subject, plus associated careers information and other insights and tips for that specific subject.

Increase Engagement in Enrichment

- Trips/Visits paid for numbers
- Residentials
- Clubs
- Sporting events

Foljambe Primary School actively promotes the Department for Education's five British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—through its ethos and daily practices.

Democracy

Pupil voice is central to school life. An elected School Council represents peers and contributes to decision-making, helping pupils understand democratic processes and their rights as children.

Rule of Law

Children learn the importance of rules and laws through school charters, discussions, and visits from community professionals like police and firefighters. This fosters respect for laws and awareness of consequences.

Individual Liberty

The school nurtures independence and responsibility in a safe environment. Pupils make choices in their learning and extracurricular activities, developing confidence, ambition, and respect for others' successes.

Mutual Respect

Respect underpins all interactions. Pupils are taught to value equality, listen to others' opinions, and appreciate diversity, which supports a positive, inclusive community.

Tolerance of Different Faiths and Beliefs

A broad curriculum promotes understanding of major world religions. Through assemblies, lessons, and community engagement, children learn to appreciate cultural and religious diversity, preparing them to be respectful, informed citizens.

Overall, Foljambe Primary fosters an inclusive, respectful culture that prepares pupils to contribute positively to modern British society.



Examples of PD at Foljambe

Y6 crucial crew Y3 fire safety talk FS/KS1 Suzie Senior – virtual author visit Macmillan coffee morning Y5/6 Tag Rugby festival Harvest festival KS1 and KS2 Jenny York – virtual author poetry performance KS2 SYP firework safety talk Poppies for Rotherham Diwali Black History month Eco-warriors/sports leaders School council November - Road safety week Odd socks day and Anti-bullying week Energy saving assembly Children in Need Y5/6 rock climbing experience SYP talk to selected group of children Dog safety assembly and workshop December – Christingle Christmas performance Choir in the community Y3/4 Visit to Cresswell Craggs Y1/2 Wentworth WPT10 Danes View visit Foljambe Turns 70 History careers Clifton Ian Blakesley RUFC health KCM visit	WMIM kindness assembly NSPCC number day Crime and consequence group Y3/4 Wildlife Park visit Y5/6 Dodgeball competition Y1/2 Transport museum visit World Book Day First aid for children and parents Science week Virtual SY games week Y3 Swimming International Women’s week Sports week: cricket, climbing, rugby Parkour Online author visit Y3/4 National literacy trust maths Y3/4 Magna RUFC Y5 WMIM Parents ‘managing emotions’ Y3 Swimming taster Choir in the community Easter service in school EYFS Road safety Ian Blakesley Clifton Park Museum curator Chris Smith & Greg James - Virtual author visit Yorkshire Wildlife Park	WMIM worry monster WMIM Flowers 123 FS trip to Cannon Hall Farm Skipping Festival Dynamo Cricket RUFC Joy of movement Rotherham Titans, community engagement WPT residential Camping Ulley Watersport Cavedale Seahouses Residential Clifton Park Visit Danes View Colour Run First Aid pupils / parents
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Foljambe targets PP children to ensure additional enrichment is taken where possible. These clubs are subsidised for pupil premium to ensure this is not a barrier. As a result:

2023-24

Activity	Attendance	Number of FSM Children
Trampolines	18	13 (72%)
Science	12	10 (83%)
Streetdance	16	13 (81%)
Arts and Crafts	16	13 (81%)
Gymnastics	16	11 (69%)
Construction	12	9 (75%)
Disney Dance	11	8 (73%)
Football	16	13 (81%)
Athletics	9	5 (55%)
STEM	9	6 (66%)
Cheer Dance	11	9 (82%)
Multi-Sports	11	7 (64%)
N/A	108	







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