

Pupil premium strategy statement – The Winns 2024 -27

Pupil Premium money is additional funding which is allocated to schools to be used to support children who belong to groups which are vulnerable to underachievement. This includes children who are entitled to free school meals and children who are looked after by the local authority. The purpose of this funding is to accelerate progress and raise attainment.

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 effect that last year's **spending** of pupil premium had within our school.

School overview

Detail	Data
School name	The Winns
Number of pupils in school	660
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2124-2027
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Headteacher and Chair of Gobs
Pupil premium lead	Fiona Judge
Governor / Trustee lead	James Goodman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,520 (reduced by 15K from previous year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£146,520

Part A: Pupil premium strategy plan

Statement of intent

At The Winns, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. We are aspirational for all our children and believe that every child should be supported to achieve their full potential during the time they are with us. At The Winns, we strive to ensure that every child leaves us feeling successful and confident and fully prepared for the next stage of their education.

We aim to do this by :

- maintaining the highest expectations of all pupils and not equating disadvantage of circumstance with 'low ability'.
- promoting an inclusive and collaborative ethos in classrooms which enable pupils from disadvantaged backgrounds to thrive.
- planning and delivering a well structured, knowledge rich, broad and balanced curriculum
- Developing staff expertise so they are delivering high quality lessons, supporting and challenging all pupils to achieve well.
- Keeping up-to-date with teaching strategies and research which have a proven track record in narrowing gaps in attainment and achievement.
- Tracking carefully the progress of all children and responding quickly when support is needed
- Ensuring that interventions are carefully monitored and measured
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Working in partnership with parents and carers

Implementation

We have used the EEF Teaching and Learning toolkit and EEF guidance reports alongside other research to inform our strategy. We have selected a small number of priorities as we believe that having fewer priorities will allow us to be more successful in our implementation, We will use termly light-touch reviews to ensure our approach is effective.

Our tiered approach

To prioritise spending, we have adopted the tiered approach recommended by the EEF to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

Quality of Teaching

Great teaching is the most important level a school has to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils. Our priority at The Winns is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. We prioritise reading and believe that we need to do everything we can to ensure that our disadvantaged pupils leave us as confident readers.

Targeted academic support

We consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation. We monitor interventions carefully and track progress over time.

Wider strategies

We aim to focus on the most significant non-academic barriers to success in school, including working with parents and carers, attendance, behaviour, social/emotional support and ensuring our children have access to a wide range of extracurricular and enrichment activities. We believe that every child has a right to a broad and balanced curriculum and is able to access a range of opportunities that may open doors to them in the future.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews termly.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

How will the school measure the impact of Pupil Premium Funding?

- Data from Statutory Assessments are reviewed at the end of each year. Outcomes for PPG pupils are compared to outcomes for all pupils (both in school and nationally). We pay particular attention to outcomes in the PSC and ensure that children who do not pass receive intensive support in Y2 and continue to be supported and tracked in Y3.
- NFER assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT.
- Pupil Progress meetings are held every term between class teachers and SMT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the school's EWO and analysed by the Headteacher. It is also reported termly to governors.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a standing agenda item for the Local Governing Body meetings.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments demonstrate that some children start school with lower than expected levels of receptive and expressive language, some because they have English as an additional language and some because of speech and language difficulties.
2	Under developed social skills in Nursery and Reception. This is impacting on their ability to learn through play. Children are struggling to stay on task, to express themselves and access provision independently. Some children are finding it hard to regulate their emotions and need a lot of additional support.
3	Some families do not speak English at home and lack the confidence to support their children with homework. Outcomes for these children are generally lower.

4	Attendance – we continue to have to work hard to secure good attendance for some groups of pupils . Persistent Absence remains a challenge for a small number of families.
5	Attainment for some children is low – some of these children are disadvantaged but also have additional needs, including SEN. Some have joined us part way through school and have gaps in knowledge.
6	Some of our families need support from school to access services. They live in overcrowded, privately rented accommodation and often work in the evenings. They are not always available to support their children with homework or have the resources to expose them to extra curricular activities.

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
Adults in Early Years are highly skilled at supporting children to develop language through play. Provision in early years prioritises early language development and oracy.	Observations demonstrate that adults in our Early Years setting are confidently able to extend children's language through continuous provision. EYFS staff have implemented the Talk Boost programme (staff have been trained and interventions delivered) and the children who have taken part have made good progress. All staff have engaged in Voice 21 and lessons evidence high quality support to develop vocabulary
An experienced teacher is overseeing reading provision and ensuring that children who may be falling behind are identified quickly. All staff are confident teaching early reading . Lessons are engaging, pacy and children are making good progress in phonics in Rec and Y1. New staff receive training and support.	Outcomes in Phonic Screening Check for disadvantaged pupils are in line with national. A 'reading champion' ensures that the lowest 20% of children are receiving high quality support that is enabling them to 'keep up' Observations of lessons show that lessons are pacy, engaging and adults are skilled at teaching early reading
Quality of teaching and learning across the school is consistently good	Staff are accessing high quality CPD – supported to completed NPQs where appropriate Teachers are being released to observe each other teach and are engaging in research and professional development opportunities Teachers' pedagogical understanding about how children think, learn and develop is deepening
Disadvantaged pupils make good progress and the gap between disadvantaged and non disadvantaged pupils is narrowing	Pre and post assessments demonstrate that interventions are having an impact and the gap between disadvantaged and non-disadvantaged pupils is closing High quality tuition is ensuring gaps are closing Expectations for PP pupils in lessons are high Technology is being used effectively to help close attainment gaps

Attendance for PP pupils is in line with national	Attendance for PP pupils is above 95.5% and improving year on year
Vulnerable pupils are well supported in relation to mental health and well being and are enjoying school.	Children are well supported by our pastoral team and are fully engaged in school life A well trained well-being support worker is delivering high quality support

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** (2025 –26) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to subscribe to the online RWI phonic programme Training for new staff to ensure they can deliver the programme effectively	Evidence (EEF) demonstrates that the impact of high quality phonic teaching is substantial (5mths + over a year)	1,2,3
Release time for Early Reading Leader (2 days) to work alongside colleagues teaching early reading Protect Reading Champion's time to work solely with identified children in Y1 and 2 who need catch up	Evidence (EEF) demonstrates that the impact of high quality, synthetic phonic teaching is substantial (5mths + over a year) Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1,2,3
Talk Boost training for staff in Early Years and Y1 Release time for teaching assistants and teachers to deliver the programme Part fund Inclusion Manager to support children in Early Years who are at risk	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021)	1,2,7
Release time for SLT to work with staff to develop teaching and learning	Research from the Sutton Trust including the report 'What makes Great Teaching' and 'Developing Teaching' identified that improving teaching and learning is the single most	1,7

	important thing we should be doing in school to improve outcomes for all children.	
Whole school training to develop oracy in classrooms, focusing on children's spoken language – continue to work with Voice 21 to develop this in school	Voice 21 research indicates clearly that developing children's ability to speak, listen and express themselves leads to greater outcomes	
Regular training for TAs so they become more skilled at supporting children who need support (ELSA training for 2 staff members)	We spend a large part of our budget on teaching assistants. Research shows for that to be effective, TAs need training and support. The evidence around the impact of teaching assistants demonstrates that they have a consistent impact on attainment (4 mths progress) but only if they have high quality support and training	1,7

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

Budgeted cost: £ 30520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition led by an experienced teachers in Maths and Reading – run throughout the year	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (EEF) Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	3 and 5
Purchase NFER assessment papers to use to track progress and identify gaps	Any targeted intervention needs to be focused on closing gaps – assessments enable us to monitor progress of PPG pupils against national results and gives us formative information to help us plan more accurately	3 and 5
After school booster classes for groups of children	Small group targeted interventions do have an impact (EEF)	3 and 5
Use technology to support interventions and tutoring – Learning by Questions in upper KS2	Learning by Questions supports retrieval and also adapts the level of challenge for individual pupils – retrieval practice and using assessment to adapt teaching are both proven ways to boost attainment.	3

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

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to part- fund a Family Support worker to support families and improve attendance	<i>Improving school attendance:support for schools and local authorities</i> DFE guidance (Sept 21) advises using PP funding to address attendance issues.	5,6
Part fund well-being lead to work with children who need support	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood Promoting Children and Young People's Mental Health and Well Being report and Covid19 Mental Health and Well Being report demonstrate the importance of having support in school for vulnerable children.	5,6
Provide opportunities for all children to play an instrument – key board lessons for all children in KS2 (part fund)	We know that children who are exposed to a rich curriculum with opportunities for enrichment do better academically. Enrichment opportunities impact on children's comprehension and language and increases levels of engagement in school.	
Embed a whole school 'reading for pleasure' culture Improve quality of books available in library for reading	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018)	

Total budgeted cost: £146,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes for disadvantaged pupils 24/25

	Winns pupils who are eligible for PPG	Winns pupils – not disadvantaged	National average - all
Reading	87	93	75
Writing	87	90	72
Maths	86	98	74
Phonic Screening (Y1)	77(13)	88	80
EYFS GLD	64 (11)	79	69

Outcomes for disadvantaged pupils for 2024/25 are above national when compared to all pupils nationally and will be well above national for PP pupils (data not released yet). Reading +12%, Writing +15 Maths +15%. The in-school gap between disadvantaged and non-disadvantaged pupils is very small.

Outcomes at Greater Depth

7% of disadvantaged children achieved GD in reading compared to 45% non-disadvantaged. In Maths, 27% disadvantaged children achieved GD compared to 48% non-disadvantaged (nationally, 17% of all pupils achieved GD in maths).

Outcomes in Y1 for Phonic Screening Check demonstrate the impact of having a skilled early reading teacher in post. 10 disadvantaged pupils passed - the 3 that didn't pass have additional needs and all have EHCPs.

High quality CPD opportunities are supporting subject leaders and teachers to lead more confidently and to evaluate the impact that our curriculum is having on disadvantaged pupils. Investment in CPD for reading, including teaching of early reading has ensured that all adults are confident teaching reading. Release time for teachers to work closely with a Maths and English hub and to complete NQPs has also impacted positively on embedding a culture of continuous improvement at the school. A high proportion of our teachers are completing national qualifications -training has a huge focus on how to support more vulnerable pupils.

The work that we have started to develop oracy across the school can be seen in lesson observations. Vocabulary features strongly in all lessons.

Investment in digital technology, including increasing the number of chrome books available for disadvantaged children and purchasing some digital maths programmes appears to be impacting positively on maths outcomes for disadvantaged pupils.

Wider Strategies

Having a Family Support Worker has enabled us to directly support families and work closely with families where there are concerns about attendance. Building a strong, professional relationship with key families has enabled us to overcome some key barriers for families – this work has impacted positively on children's wellbeing and engagement in school.

Attendance

Overall attendance figures are higher than the national average, including figures for disadvantaged pupils

Pupil group	Attendance	National average
All pupils	95.7%	94.8%
Pupils with free school meals (FSM)	94.2%	92.2%
Pupils with no FSM	96%	95.8%

Feedback from parents demonstrates that they feel well supported (yearly parent survey)

We are able to offer out a range of opportunities to all children, with a specific focus on providing instrumental tuition to all children – all children in KS2 are learning to play the piano.

We are continuing to invest in the development of our Well-being Worker who is undertaking ELSA training this year.

Next steps

Continue to monitor the impact of technology on outcomes for disadvantaged pupils, including programmes like Learning by Questions.

Further develop teachers' expertise in 'task design' across subjects

Continue to work with Voice 21 and to develop oracy in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths online	White Rose
Marvellous Me App	Marvellous Me
Timetables Rockstar	
ReadWrite Inc online	Read Write Inc

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	