

Pupil Premium Strategy Statement Winhills Primary Academy



This statement details our school's use of pupil premium 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	Winhills Primary Academy
Number of pupils in school	224 (decreased from 2024)
Proportion (%) of pupil premium eligible pupils	38.8% (87pupils) (increased from 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Carol Besant
Pupil premium lead	Claire Myers
Governor / Trustee lead	Jim Malin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£125,085
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be due to less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of Winhills pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Local Governors Board consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all pupils is improved.
- Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Having a dedicated teacher for catch up and who is responsible for pupil premium.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- One to one support.
- Additional teaching and learning opportunities provided for pupils.
- Aiming at accelerating progress, moving pupils to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through support from our full time, all year round family liaison officer.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality.
2	Children struggling to access the school day due to social, emotional or behavioural issues.
3	Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Key Stage 2
4	Early Reading and Phonics
5	Lower attainment in Maths and English.
6	Early support for our families with a particular focus on disadvantaged families.
7	Additional agencies involved with families meaning the social needs of the children require additional support.
8	Parental engagement with supporting children's learning.

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
<p>1. For the attendance of PP to be at least (in not higher) than PP pupils nationally. For Persistent Absence of PP pupils be at least (if not lower) than PP pupils nationally</p>	<p>PP pupils will match or exceed national attendance averages for non-PP pupil (96+%) Overall Persistent Absence of PP pupils to be at around 10% (If not lower) Head Teacher (Mrs Basant), Deputy Head (Mr Nelson) and Helena McShane (Family Liaison Officer) - Attendance champion (Suzie Southwood) to monitor the weekly attendance to bring about an increase in PP pupils attendance and a decrease in persistent absence.</p>
<p>2. To achieve and sustain improved social, emotional and the behavioural wellbeing for all pupils in our school particularly our disadvantaged pupils</p>	<p>This is demonstrated by: -qualitative data from pupil voice and parent surveys. -reduction in children having to have time out of lessons due to not being ready to learn. -improvement in children's happiness at school. -children engaged and ready to learn. SENDCO to be non-class based to allow time to engage with families as required. The Hills to be a calming space for children to self-regulate and feel safe.</p>
<p>3. Improved oral language skills and vocabulary.</p>	<p>Children will be assessed on their speech language and communication needs as a baseline. Children identified early for SALT support. Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school. Staff work alongside the SALT therapist to ensure they can continue to work on this with the children. Scribble Club, Drawing Club and Talk For Writing strategies allow children time to talk and improve vocabulary. English leads to use dedicated management time weekly to conduct monitoring exercises and support colleagues to improve children's outcomes.</p>

Intended outcome	Success criteria
4. Improved Phonics and Reading	<p>Children will be assessed as a baseline. FFT phonics scheme accessed and used effectively.</p> <p>Improved % of PP pupils passing phonics screening by the end of year 1.</p> <p>Improved % of PP pupils passing phonics screening by the end of year 2.</p>
5. Improved attainment in English and Maths.	<p>Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.</p> <p>Achieve national average progress scores in KS1 and KS2.</p> <p>Analysis of catch-up interventions will show that the interventions have had a positive impact on PP pupils learning and has helped in accelerating their progress.</p> <p>SENDCO and Deputy Headteacher to have no class responsibility so they can team teach and work independently with groups for maths and English.</p>
6. To provide support to families so that they are able to support their children and ensure that their children are ready for school.	<p>Families are identified and support is put in when need is at a lower level.</p> <p>External low-level support is signposted to families.</p> <p>New initiatives in school to get families in such as 'stay and play', 'meet the teacher' and open evenings.</p>
7. To sign post families and refer for support specific to need	<p>Continued support where external agencies are involved.</p> <p>Children are in school and ready to learn. (Monitor attendance of those families who we are supporting).</p> <p>Help to improve children's long-term outcomes.</p>
8. To improve parental engagement with home learning and parental ability to support learning.	<p>Where parental engagement with home learning is low, children to complete homework with parental support regularly. Parental workshops to support parents with 'how they could support their child's learning'. Sessions such as; fun with phonics, book and biscuit, sums and buns and information events for parents.</p> <p>School also provides additional homework support for children in school.</p>

Intended outcome	Success criteria
9. To provide a broad range of opportunities and cultural capital needed to prepare PP pupils for future success	For 70% engagement in wider curricular opportunities provided by the school. SLT member to attend Cultural Capital training and embed into the curriculum. Teachers and support staff will plan a wide range of visits/ WOW events/experiences to inspire and enhance learning to make it more memorable. Each year group will spend allocated funds on providing WOW days and events and enthuse the pupils to learn across subjects. Pupil voice to show greater understanding of the world around them.

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: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo and Deputy Headteacher non-class based to enable coaching, team teaching, intervention planning and family liaison	EEF highlights the importance of high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Instructional coaching and targeted teacher support improves classroom practice and pupil progress.	2, 3, 4, 5, 6, 7
CPD for staff on oral language, behaviour regulation and trauma-informed practice	EEF Oral Language Interventions (+6 months) and Improving Behaviour guidance stress consistent whole-school approaches and staff training to support SEMH and language development.	2, 3
Phonics and early reading CPD and fidelity training (FFT Phonics)	EEF evidence shows systematic phonics delivered consistently improves early reading outcomes, particularly for disadvantaged pupils.	4
Training for teaching assistants to maximise impact in class and during interventions	EEF Teaching Assistant guidance shows trained TAs delivering structured interventions significantly improve outcomes when well deployed.	3, 4, 5

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

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated pupil premium/catch-up teacher delivering small-group and 1:1 intervention in reading, writing and maths	EEF Small Group Tuition (+4 months) shows strong impact when groups are targeted and time limited.	4, 5
Structured phonics interventions in KS1 and KS2 for pupils not meeting expected standard	Targeted phonics interventions are shown to close early reading gaps rapidly when aligned with core phonics provision (EEF).	4
<i>Speech, Language and Communication interventions (SALT input, Scribble Club, Drawing Club, Talk for Writing)</i>	EEF Oral Language Interventions (+6 months). Early identification and targeted support improves vocabulary, comprehension and confidence.	3
<i>Homework club staffed by qualified teacher to support PP pupils</i>	EEF Homework guidance shows structured, supported homework has a greater impact than independent homework for disadvantaged pupils.	5, 8
<i>Maths and English targeted interventions planned and reviewed half-termly</i>	EEF recommends structured interventions with regular assessment to accelerate progress and close gaps.	5

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

Budgeted cost: £34,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Family Liaison Officer to support attendance, punctuality and family engagement	EEF Improving Attendance guidance highlights relationship-based approaches and targeted family support as effective in reducing persistent absence.	1, 6, 7, 8
Breakfast club, snacks and milk provision for PP pupils	EEF evidence shows improved readiness to learn, behaviour and concentration when basic needs are met.	1, 2
<i>Emotional Literacy Support (ELSA), nurture groups and use of "The Hills" regulation space</i>	EEF Social and Emotional Learning (+4 months). Targeted SEMH support improves behaviour, engagement and attainment.	2
<i>Funding of educational visits, WOW days and enrichment activities</i>	EEF Cultural Capital and Enrichment evidence shows wider experiences support motivation, vocabulary and engagement for disadvantaged pupils.	9
<i>Parental workshops and engagement events (phonics, maths, reading, Emotional Literacy, toileting, sleep)</i>	EEF Parental Engagement guidance (+4 months) shows structured support helps parents better support learning at home.	8
<i>Priority and funding for after-school clubs and enrichment</i>	EEF evidence indicates extended school activities improve confidence, attendance and engagement for disadvantaged pupils.	1, 2, 9

Total budgeted cost: £125,085

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In 2024 -2025, we successfully did booster teaching in Year 6 and 2 and trained staff further to support children in the classroom with needs in specific areas. Emotional Literacy groups and individual sessions provided support for identified pupils both in Key stage 1 and Key stage 2 (as we have 2 ELSA trained staff members). Pupils with emotional needs are better equipped to deal with challenges faced both in and out of school following the added support they have received. We had 3 families requesting district family support. Attendance Lead provided support, guidance and liaison to tackle poor attendance. Our attendance of 95.98% overall for last academic year, was above national average at 93.5%. Implementation of homework clubs, supported by a qualified member of staff had a good impact on the quantity and quality of homework handed in which was open to all, however 6 pupil premium students are regular attenders. PP pupils achieved in line with their peers through access to homework activities and with additional interventions. 9 children received additional interventions to help with their attainment. After school club priority and funded school visits and trips/experiences meant a wider breadth of experiences impacted positively on pupils learning experiences and informed other curriculum areas. Access to breakfast club, snacks and milk appeared to improved readiness for learning. Pupil well-being improved and levels of concentration and academic achievement were maximised. Overall, a highly challenging year with great reward.

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?	Supporting the progress and attainment of our 2 service children by offering sessions where needed for pastoral support, and additional teacher time to boost confidence in subject knowledge.
What was the impact of that spending on service pupil premium eligible pupils?	Both children are greater depth in all core subjects and are in the same family.