



Pupil Premium Strategy Statement 2025-2028: Winwick Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
School Name	Winwick Church of England Primary School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	11.7% (19 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	L. Duckett, Headteacher
Pupil Premium Lead	S Nicholls, Deputy Headteacher
Governor / Trustee Lead	C. Jenkinson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,130
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£11,105
Total budget for this academic year	£43,235

Part A: Pupil premium strategy plan

Statement of intent

At Winwick Church of England Primary School, our vision is that, 'In God's Love' all children will 'aspire and achieve to be the best', irrespective of their background or the challenges that they face; that they will make good progress and with high attainment across all curriculum areas. The focus of our Pupil Premium Strategy is to support our disadvantaged children to achieve their goals, including progress for those children who are already high attainers and also have wider opportunities to grow and flourish.

We recognise the importance of considering the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our Pupil Premium Strategy Statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and targeted academic support are at the core of our approach, along with consideration of the latest educational research to support teaching and learning, with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst also benefiting non-disadvantaged children in our school, enabling all to flourish and achieve. Implicit in the intended outcomes detailed within this statement, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers. We will also focus on wider strategies to tackle non-academic barriers to learning such as attendance and wellbeing to support our disadvantaged pupils.

Our approach will be pupil-led, responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Seek opportunities for early intervention at the point when it is needed
- Adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Consider the educational research implications within the context of our own setting to support improving outcomes for pupils

Challenges

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

Challenge number	Detail of challenge
1	Assessment data and observations indicate that many of our Pupil Premium children are working below the national average and have gaps in pupil knowledge, particularly in Reading, Writing and Maths.
2	SEMH needs are significant both inside and outside of our Pupil Premium group. Children within the group are requiring support with regulation in response to the demands of school life. Also, due to potential financial demands on our vulnerable families, children are in need of support from school regarding meals, uniform and educational visit contributions.
3	From analysis of our Pupil Premium children, 21% are attending school at a lower percentage than the national average. Low attendance, over a long time can result in significant losses of learning time. We must prioritise the attendance of our most vulnerable children to ensure they have access to high quality teaching and targeted academic support. This will also encourage a positive attitude to school for the future. It is also an opportunity to develop positive working relationships with our disadvantaged families.
4	Only 11% of our Pupil premium children have accessed our most recent extra-curricular club offer. In pupil voice interviews, our pupil premium children have expressed extra-curricular interests and should be encouraged to attend sessions after school. They should not be discouraged by cost or inconvenience.

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
Improved attainment for disadvantaged pupils at the end of KS2 in Writing.	<ul style="list-style-type: none">• By 2027-28, no difference in KS2 Writing outcomes between disadvantaged pupils and non-disadvantaged pupils.• Pupil Premium children have access to quality first teaching and targeted academic support in school to boost attainment.• Class teachers have adapted the curriculum to suit individual needs and remove any barriers to learning.
Improved attainment for disadvantaged pupils at the end of KS2 in Mathematics.	<ul style="list-style-type: none">• By 2027-2028, no difference in KS2 Mathematics outcomes between disadvantaged pupils and non-disadvantaged pupils.

	<ul style="list-style-type: none"> • Pupil Premium children have access to quality first teaching and targeted academic support in school to boost attainment. • Class teachers have adapted the curriculum to suit individual needs and remove any barriers to learning.
Improved attainment for disadvantaged pupils at the end of KS2 in Reading.	<ul style="list-style-type: none"> • By 2027-28, no difference in KS2 Reading outcomes between disadvantaged pupils and non-disadvantaged pupils. • Pupil Premium children have access to quality first teaching and targeted academic support in school to boost attainment. • Class teachers have adapted the curriculum to suit individual needs and remove any barriers to learning.
To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantages pupils.	<p>Sustained high levels of wellbeing by 2027-28 demonstrated by:</p> <ul style="list-style-type: none"> • an increased participation in enrichment activities, particularly among disadvantaged pupils. • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • Pupil Premium children at need of pastoral support in school have access to wellbeing sessions.
Sustaining attainment data for disadvantaged pupils with their Phonics.	By 2027-28, sustained Phonics attainment for disadvantaged pupils, ensuring provision is maintained to enable disadvantaged pupils to achieve high outcomes.
Attendance for all pupils, particularly Disadvantaged Pupils, to improve and be sustained over time.	<p>By 2027-28, sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • No different in overall attendance in 2027-28 between disadvantage pupils and non-disadvantaged pupils. • No different in persistent absence data in 2027-28 between disadvantage pupils and non-disadvantaged pupils.

Activity in this academic year (2025-2026)

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: £5,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to enable them to provide quality first teaching across Reading, Writing, Maths and Phonics, including access to training materials through Literacy Counts, Little Wandle and Schoot. (£2000)	Educational research heavily supports the use of Pupil Premium for staff Continuing Professional Development (CPD), identifying it as one of the most effective ways to close the attainment gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Purchase of standardised diagnostic assessments. Coaching for staff to ensure assessments are interpreted and administered correctly. (TESTBASE/Printing, release time and admin) (£1000)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1
New maths curriculum whole school from Oak Academy - in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). (£500)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and best available evidence: https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	
Contingency fund for acute issues/training. (£2235)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention delivered by teachers and TAs: Targeted interventions across KS2 for:</p> <ul style="list-style-type: none"> - Writing/Grammar/Spelling - Handwriting - Maths - Reading <p>(£10,000)</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1
<p>Small group intervention delivered by teachers and TAs: Targeted Phonics Booster Sessions</p> <p>(£4,000)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p>Individualised interventions – including targeted support and interventions and resources for disadvantaged children with SEN.</p> <p>(£4,000)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
<p>Phonics/Reading resources to support delivery of</p>	<p>Phonics approaches have a strong evidence base that indicates a positive</p>	

phonics and fluency schemes across the school. (£3000)	impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health & Wellbeing Support Lead: providing 1:1/group support through ELSA and other interventions and activities. (£5000)	There is lots of research that identifies the impact on improved outcomes at school and in later life when social and emotional skills are a focus. Improving Social and Emotional Learning in Primary Schools EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Attendance Lead: Focused time to identify individual barriers linked to attendance for disadvantaged children. (£500)	Research shows that strong attendance improves pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment "Working Together to Improve School Attendance" guidance and the EEF's attendance toolkit .	3
Contributions towards wider experiences/resources for disadvantaged pupils: Contributions towards Educational Visits, provision of enrichment club	The DfE supports using Pupil Premium for enrichment under a 'tiered approach' that addresses non-academic barriers to success, which includes extra-curricular activities, arts, sports and school trips. Research highlights that outdoor, adventure learning helps disadvantaged pupils develop resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 2, 4

opportunities and Funding for music tuition within school time. (£4000)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf	
Contributions towards wider experiences/ resources for disadvantages pupils: Contribution towards uniform, provision of snack for PP children to access at break times and wrap around. (£2000)	<p>The DfE supports using Pupil Premium for enrichment under a 'tiered approach' that addresses non-academic barriers to success; research shows that utilising Pupil Premium for uniform and snacks support the removal of barriers to learning, reducing stigma and improving focus, through an inclusive approach that focuses on meeting basic needs (clothing, food).</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf	1, 2, 4

Total budgeted cost: £43,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated:

Impact – Improved progress and attainment for disadvantaged pupils:

- Improved attainment for disadvantaged pupils at the end of KS2: *(NB. Low PP numbers in Y6)*: Improvements in progress in standardised scores across the academic year from baseline to end of KS2 Assessments for all PP pupils: Maths (between 5-6 points progress), Reading (7 points progress), SPaG (between 3-6 points progress). Writing achievement of ARE (50%)
- Sustaining attainment data for disadvantaged pupils with their Phonics: *(NB. Low PP numbers in Y1)*: Improvements in progress from Baseline to PSC for all PP children. 33.3% pass rate on the PSC, with other results being 2 points/5 points from pass mark. Our Pupil Premium children have had weekly phonics Rapid Catch Up sessions and additional phonics sessions to boost attainment in phonics. In Year 2, children have made an average of 12 marks improvement on PSC assessments from the previous year.
- Improved progress for all disadvantaged pupils: 68% of pupils made 3 or more points progress in reading (63% = more than 3); 63% of pupils made 3 or more points progress in writing (47% = more than 3); 79% of pupils made 3 or more points progress in maths (68% = more than 3); 52% of pupils made 3 or more points progress in reading, writing and maths combined (41% = more than 3). Attainment from the baseline to end of year shows improvements across the pupil premium group and the gaps are closing, however this remains a key focus area for the school moving forwards to continue to close the gap to bring attainment in-line with non-disadvantaged pupils.

Impact: To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils: Pupil Premium children have been in the receipt of SEMH sessions with our Wellbeing Lead, who is also a trained ELSA. In addition to this, pupils have also had regular, dedicated in-class support from staff to remove barriers to learning and improve outcomes in lessons. Pupil voice and tracking from baseline to end of sessions show positive impact of sessions from 'soft data' collected.

Impact: Attendance for all pupils, particularly disadvantaged pupils, to improve and be sustained over time: Pupil Premium pupils' overall attendance was 2.3 percentage points lower than the whole school (94.0% vs 96.3%), with higher unauthorised and authorised absence and a higher proportion of late marks, but the gap is closing; term-by-term data shows our attendance for our disadvantaged children improved 93.4% (Autumn) to 94.7% (Summer) over the academic year. Our attendance lead has driven progress in reducing the deficit in attendance for our disadvantaged pupils through forming strong relationships with our targeted families. Our attendance for our disadvantaged children improved 93.4% to 94.7% over the academic year. Our attendance lead has attended a variety of training and network events to support their role and works closely with the Local Authority around attendance.

Based on all the information above, the performance of our disadvantaged pupils is showing improvements against expectations, but continues to remain a key focus for us as a school. At

present, the gaps are beginning to close against outcomes, with the aim of these outcomes being achieved by 2022/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust/Collins Big Cat
Literacy Counts: Ready, Steady, Write	Literacy Counts
Literacy Counts: Ready, Steady, Spell	Literacy Counts
Guitar Tuition	Russell Waugh
Gulliver's World (Outdoor and Adventurous Residential)	Gulliver's Theme Park Resorts
Conway Centre (Outdoor and Adventurous Residential)	Conway Centres