

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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

<i>Detail</i>	<i>Data</i>
<i>School name</i>	<i>Winscombe Primary</i>
<i>Number of pupils in school</i>	<i>212</i>
<i>Proportion (%) of pupil premium eligible pupils</i>	<i>8.5%</i>
<i>Academic year/years that our current pupil premium strategy plan covers</i>	<i>2025-26 to 2026-2027</i>
<i>Date this statement was published</i>	<i>December 2025</i>
<i>Date on which it will be reviewed</i>	<i>December 2026</i>
<i>Statement authorised by</i>	<i>Paula Baker Head teacher</i>
<i>Pupil premium lead</i>	<i>Becky Booth Deputy Head</i>
<i>Governor / Trustee lead</i>	<i>Nerys Blower Pupil Premium link governor</i>

## Funding overview

<i>Detail</i>	<i>Amount</i>
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	<i>£0</i>
<i>Total budget for this academic year</i>	<i>£28,503</i>

# Part A: Pupil premium strategy plan

## Statement of intent

*The Pupil Premium Grant, introduced in April 2011, is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers. Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.*

*At Winscombe Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subjects and aspects of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve in line with their non-disadvantaged peers. Expectations are high for all pupils.*

*We consider the individual challenges faced by our vulnerable pupils and their families. We understand the challenges of growing up as a disadvantaged young person and we want to ensure that all pupils in our school have access to high-quality teaching and learning. The provision we have outlined in this statement is also intended to support each child's needs, regardless of whether they are disadvantaged or not.*

*Our strategy aligns with our school's values and ethos of CARE: Care, Aspire, Respect, Excel. Through our three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on areas in which our disadvantaged pupils require the most support. Curriculum equity is prioritised; all pupils have an equitable access to a rich, broad and balanced curriculum where interventions are strategically selected to target key issues. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's learning and wider success. Our approach will be responsive to individual needs and challenges. To ensure they are effective we will:*

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach which will consider the teaching and learning, academic intervention and wider approaches to support pupils.
- set clear outcomes for the impact of disadvantaged strategies and monitor progress and quality of teaching.
- Involve parents in their child's learning and progress so we can work in partnership to build positive relationships and ultimately accelerate learning and well-being for our pupils.
- Ensure that all staff take responsibility for disadvantaged pupils' outcomes

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils through observations, monitoring and discussions with pupils, teachers and families.

Challenge number	Detail of challenge
1 Quality of education	While most of our disadvantaged pupils are meeting the expected standard in line with their peers some continue to have greater difficulties with reading, writing and maths. Some of our disadvantaged pupils also have SEND which provides a further layer of challenge.
2 Leadership and management	Our observations and monitoring identify that a small minority of children come to school not ready to learn because of issues at home, or have poor attendance.
3 Behaviour and attitudes	We have identified social and emotional issues for many pupils. These challenges particularly affect a number of our disadvantaged pupils and in some cases can be seen to impact negatively on behaviour, attitudes and engagement with the wider life of the school and community.
4 Personal Development	We have identified social and emotional issues for many pupils, notably due to unstable family circumstances. These challenges particularly affect many of our disadvantaged pupils and in some cases can be seen to impact on parental engagement, pupil attainment and aspirations.

## 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. Our intended outcomes link closely with our school improvement plan.

Intended outcome	Success criteria
<p><u>Quality of education:</u></p> <p>Improved attainment among disadvantaged pupils.</p>	<p><u>Attainment:</u></p> <p>The attainment gap will be narrowed so that all disadvantaged pupils receive quality first teaching to ensure:</p> <ul style="list-style-type: none"> <li>• GLD at the end of the EYFS</li> <li>• Phonics screening score in line with national average (or above) at the end of year 1</li> <li>• MTC score closer in line with national average in year 4 (75% children score 20+)</li> <li>• Children meet expected standard (or above) in KS2 assessments at the end of year 6 (except where there is significant SEN present)</li> </ul> <p>Regular moderation will be carried out within school and the WLT.</p>
<p><u>Leadership and management</u></p> <p>Disadvantaged pupils are seen to be better prepared to learn.</p> <p>Improved attendance.</p>	<ul style="list-style-type: none"> <li>• The SLT will continue to support middle leaders to ensure the curriculum is well-led, monitored and managed (Quality Assurance schedule)</li> <li>• Ongoing CPD will ensure that all staff provide a high quality of education and that they support all pupils in making good progress (tracked through Bromcom)</li> <li>• All children will have equitable access to an enriching and challenging curriculum, which is skilfully adapted where necessary to meet all needs (QA)</li> <li>• Improved attendance for disadvantaged pupil groups</li> <li>• Parents' meetings are used to refresh updates and expectations on attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>• School staff communicate with families and support an understanding of the impact term-time absence has on attainment.</li> </ul>
<p><u>Behaviour and attitudes</u></p> <p>Improved attitudes towards school and learning</p>	<ul style="list-style-type: none"> <li>• School values, in particular high expectations for all, are clearly understood and articulated by all members of the school community.</li> <li>• Pupil and parent survey results show that all pupils feel safe and happy coming into school; feel well supported – and that parents understand the support given; and have positive relationships with staff and peers.</li> <li>• Pupil voice groups will be represented equitably to ensure the opportunity to make a tangible contribution to the life of the school is given to all children.</li> </ul>
<p><u>Personal development</u></p> <p>Increased engagement with a range of extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• Following response from parent survey, there is an increasing range of after-school clubs and extra-curricular activities.</li> <li>• Extra-curricular activities will be tracked effectively to ensure equitable access for all: 100% of our PP and SEN children will have attended an after-school club throughout the academic year. Identified children in KS2 will have had access to extra swimming lessons.</li> <li>• High quality ELSA support continues to be available and accessible where needed.</li> </ul>

## 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.

### Quality First Teaching

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning. Staff trained in the PACE approach to respond to dysregulation and soft starts to the day introduced so that all children are given a well-being activity to start each day.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Professional, personal and effective relationships built between staff members and PP children to enable needs to heard and understood and relevant encouragement, support and advice given.</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfE</a></p>	<p>1,2,3,4</p>
<p>Use data to identify tightly focused improvement priorities using standardised diagnostic assessments (pastoral and academic) summative assessment, classroom observations, teacher, pupil and parent voice</p>	<p>Multiple sources of data are gathered and analysed routinely. This will inform strategic planning and pinpoint areas of focus. Assessment and outcomes will evidence the impact of the high quality teaching. Intervention marking and feedback will instantly address any misconception and will evidence learning and attainment. Standardised tests can</p>	<p>1, 2, 3,</p>

<p>CPD to ensure summative assessments are administered and interpreted correctly and effectively.</p>	<p>provide insights into specific strengths and weaknesses of each pupil to ensure they received the pinpoint areas of focus.</p> <p><a href="#"><u>EEF Standardised tests / Assessing and Monitoring Pupil Progress</u></a></p> <p><a href="#"><u>Supporting-the-attainment-of-disadvantaged-pupils DfE</u></a></p>	
<p>CPD training for all staff and identified support staff to deliver specific interventions and programmes.</p> <p><i>Unlocking letters and sounds – Phonics / Guided Reading</i></p> <p><i>Maths Mastery CPD</i></p> <p><i>Essential Spelling</i></p> <p><i>Mental Health Networks</i></p> <p><i>Speech, Language and Communication - SLC</i></p> <p><i>ELSA</i></p> <p><i>PACE approach</i></p>	<p>Research shows that interventions based on a clearly specific approach which staff have been trained to deliver has a positive benefit to pupils' progress and attainment</p> <p><a href="#"><u>Social and emotional/EEF</u></a></p> <p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p><a href="#"><u>Supporting-the-attainment-of-disadvantaged-pupils DfE</u></a></p> <p><a href="#"><u>NFER – High Quality Teaching for All / Deploying Staff Effectively</u></a></p>	<p>1, 2, 3, 4</p>
<p>Expectations are high for all pupils – all targets relating to children will continually challenge and extend</p>	<p>EEF Pupil Premium Guide – Quality teaching helps every child.</p> <p>High quality teaching curriculums inspire learners</p>	<p>1,2,3,4</p>

<p>disadvantaged children</p> <p>Leaders monitor the learning and teaching across the school and use these outcomes to prioritise CPD.</p>	<p>Development and retention of staff is key</p> <p>Ensuring each teacher is supported and developed is essential to achieving the best outcomes for pupils.</p> <p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfE NFER – High Quality Teaching for All / Deploying Staff Effectively</a></p>	
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## Targeted academic support

Budgeted cost: £9,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish and sustain tightly targeted intervention groups for reading, writing and math's interventions for pupils falling behind age – related expectations in, phonics, Reading, Writing and Maths.</p> <p>Interventions are strategically selected to target key issues.</p> <p>Goals for outcomes</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or falling behind both one to one and in small groups.</p> <p>The interventions are supplementary to high – quality teaching. Low prior attainers do not get a narrower curriculum entitlement than that of their peers.</p> <p><a href="#">Small group tuition / EFF</a></p>	<p>1,2,3,</p>

<p>are specific, time – limited and ambitious</p>		
<p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily SSP sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Immediate targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#"><u>EEF Phonics</u></a></p> <p>Interventional approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#"><u>EEF One to one tuition</u></a></p>	<p>1,2,3</p>
<p>1:1 conferencing between pupil and Pupil Premium Lead</p> <p>Barriers to learning will be identified. A multi – faceted approach to ensuring pupils overcome barriers to developing the skills and experiences necessary for accessing future opportunities.</p>	<p>A professional, personal and effective relationship built between designated staff members and PP children to listen to their needs, provide encouragement and advice. Pupil passports will be written with the child, setting out ambitious targets in academic and wider parts of school life.</p> <p>The barriers to learning will be identified and will be used as part of the child's targeted work so there is accelerated progress across all subjects.</p>	<p>All</p>

	<p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">EEF One to one tuition</a></p>	
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## Wider strategies

Budgeted cost: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribute up to £200 towards: school uniform, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning, residential visits and sport) and transport.</p>	<p>Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF)</p> <p>To reduce the financial burden in PP children's parents/carers, the school will help fund the overall cost of school uniform, essential resources and extra-curricular opportunities.</p> <p>To ensure pupils are ready to learn and are well supported for schooling.</p>	All
<p>PP lead will ensure support is offered to identified families; working with them on attendance, well –</p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF)</p>	All

<p>being and available family services.</p>	<p>PP Lead ensures that important link between home, primary school and prospective secondary school.</p>	
<p>Timetabled ELSA sessions</p>	<p>ELSAs can help support children with a wide variety of social and communication needs. Sessions can boost self-esteem and remove barriers to learning. Feedback from schools across the UK has shown that the introduction of ELSAs has made a significant, positive impact on the emotional wellbeing of children and their ability to manage better at school – socially, emotionally and academically. EEF Social and Emotional Learning</p>	<p>All</p>
<p>Contingency fund for acute issues. (For example, cost of vital counselling session)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Extra-curricular support</p>	<p>A small amount of funding has been set aside to ensure that the disadvantaged children have access to the same experiences that others have. This will include: access to extra swimming sessions for those unable to swim 25m in upper key stage 2; access to a bicycle in school and the support with which to learn to ride.</p>	<p>All</p>

**Total budgeted cost: £28,503**

## 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.

Our internal and external assessments during 2024/25 suggest that our strategy has had some demonstrable impact. The strategy has been reflected upon and has been revised in light of the outcomes achieved and are shown in the sections above.

Outcomes for our Reception children remain good. 73% achieved a Good level of Development compared to 67.7% nationally, with 75% achieved for maths. In the 2024/25 academic year, there was 1 pupil premium child in YR who was not secure in the Early Learning Goals.

Our Year One Phonics check outcomes were as follows: 68% attained the Phonics standard compared with 81% nationally. 90% passed the standard by the end of Year 2 (1 disadvantaged pupil did not meet the expected standard for phonics in year 2). There were no pupils recorded as pupil premium in year 1 however, there was a high level of SEND. Quality First teaching and focussed/targeted interventions was able to demonstrate improvements over the course of the year.

The impact of the strategy for the end of Key Stage One outcomes is evident from the progress the children made from their starting points at the start of Year 2. In reading and maths, our age-related expectations were above national average. Reading 80% Writing 70%, Maths 77%.

The end of Key Stage Two outcomes show the impact of our strategy over time. By the end of key stage 2, 4 pupil premium children, 1 achieved ARE in reading and maths, 1 ARE in reading and writing, 1 ARE for all, 1 SB across all subjects this was due to SEND.

All subjects show an excellent impact across the National age-related expectations (ARE+) as well as our Greater Depth (GD) outcomes. In terms of our PP children, in reading and writing all children made expected progress with 15% making above expected progress for reading and 10% for

writing. In maths, 95% made expected progress or above with 15% making above expected progress.

We have continued to work to supplement the curriculum with a wide curriculum offer, including trips, wow days and extra curriculum activities in the school day. We shall develop the children's responsibilities further by offering responsibilities of being in one of our Pupil Voice groups and lunchtime responsibilities. Our recent, Pupil Premium pupil voice shows the children enjoy school and are engaged in their learning. They feel safe and are able to talk about the support they get and understand how it helps them. We will continue to provide additional targeted support for those who are the most vulnerable. We are constantly building on that approach with the activities detailed in this plan.

Our priority regarding attendance and persistent absence has had some success on an individual level. We have revisited, with parents and carers, the importance of school attendance. We have been using the DFE's approach to "Working together to improve school attendance" - since September 2022. We review attendance half termly and also punctuality to ensure our children have a good opportunity for their learning and success.

We will continue to keep attendance and persistent absence as a high priority.

	Reading		Writing		Maths		RWM Comb	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Sch	86%	41%	80%	21%	69%	45%	66%	21%
Nat	75%	33%	72%	13%	74%	26%	62%	8%

Cohort	Attendance % 23/24	Attendance% 24/25
All	95.1%	94.5%
Pupil Premium	91.2%	93.1%
Non Pupil Premium	95.9%	94.3%

## Externally provided programmes

- *Unlocking Letters and Sounds*
- *Insight Tracking*
- *TT Rockstars / Numbots*
- *Developing Experts Science*
- *GetSet4Education*
- *Language Angels*
- *PlanBee*
- *White Rose Maths*
- *IDL*