

## Pupil premium strategy statement – Winnersh Primary School

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.

### School overview

Detail	Data
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2025-2028 Updated statement for 2024-2025
Date this statement was published	12 <sup>th</sup> December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Davies, Headteacher
Pupil premium leads	Dot Farrell & Vicky Bellman, Deputy Head & Assistant Head
Governor / Trustee lead	Hayley Wooton, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,905

## Part A: Pupil premium strategy plan

### Statement of intent

At Winnersh Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We believe that wellbeing and emotional support are essential for every child to flourish. When pupils feel safe, happy, and know they truly matter, they can achieve their full potential. Building strong, positive relationships is at the heart of everything we do, because connection creates confidence.

Attendance is also key and the work that our Family Support Worker does is crucial. We invest in resources that support not only pupils but their families, strengthening our whole school community.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Our approach will be 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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. Outcomes are inconsistent between cohorts in the phonics screening outcomes and end of KS2 outcomes for disadvantaged pupils.

	Difficulties arise with parental engagement with home learning tasks and reading at home for some disadvantaged pupils.
2	14% (8) of our SEN cohort are disadvantaged compared to 86% of our SEN cohort who are non-disadvantaged. This further adds vulnerability and disadvantage.
3	Attendance data in 2024-2025 indicates that disadvantaged pupil attendance was 91.3% compared to 94.7% for non-disadvantaged pupils. Our observations indicate absenteeism is negatively affecting some disadvantaged pupils. Since 2022 – 2023 there is a small decline (0.8).
4	Through observations and conversations with families and pupils, we find that some of our disadvantaged pupils have fewer opportunities to develop cultural capital outside of school. For those pupils, this has resulted in significant knowledge and literacy gaps leading to pupils falling behind.
5	Children have social and emotional needs that have not been met. We continue to strive to maintain close relationships with our children and families to support with their social and emotional needs.
6	Low baseline on entry – a number of pupils have attainment that is well below age related expectations in several areas across the curriculum, particularly within Language, Literacy and PSED.

## 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 and a closing of the gap to non-disadvantaged in phonics, reading and writing.	By the end of our current plan in 2028, the gap between disadvantaged and non-disadvantaged will have closed year on year. There will be improved literacy for disadvantaged pupils, especially in reading and comprehension. Reading for pleasure is encouraged throughout school for disadvantaged pupils by extra time in the library, reading volunteers etc. This will be evidenced through teacher observations, book scrutiny & pupil voice.
Improved self-regulation and metacognition	Adults are equipped to support children to regulate themselves so that they are ready for learning. There is consistency in teaching in every classroom around metacognition strategies. There is regular, targeted CPD time to support knowledge and understanding.
Improved wellbeing for all pupils, including those who are disadvantaged.	Whole school focus on ensuring that children know that they belong and they matter. There will be an increase in safeguarding and pastoral support for all pupils and targeted work with

	disadvantaged pupils around this. Pupil voice, parental surveys and teacher observations will show this success.
Improved attendance for all pupils, including those who are disadvantaged.	All pupils to achieve at least 96% attendance or above. Reduction in the number of Persistent Absence by 2028.
Improved cultural capital for pupils, including those who are disadvantaged.	Increase the opportunities for all pupils within the local community and outside of school (targeted support for disadvantaged pupils). This will include opportunities to represent the school in competitive sports, the choir, being House Ambassadors etc.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,696.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Development	Implement targeted interventions focusing on vocabulary, verbal interaction, and comprehension, as this has shown that significant progress can be made.	1,4
Continued CPD opportunities through the National College subscription	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> High-quality staff training is key to raising standards in teaching and learning. When Wave 1 teaching is strong, pupils progress faster, and the need for additional interventions decreases significantly.	1,2,5 and 6
Providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	Teachers completing NPQs in Senior Leadership and Early Years. Time given to cover. Strengthen retention and recruitment of staff.	3,5,6

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

Budgeted cost: £23,899.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged children to be prioritised for ABC reading volunteer twice weekly.	The gap is closing between those disadvantaged children who are not at the expected standard. <a href="#">The Importance of Reading in Early Years Education - EEF</a>	1,4
Carefully targeted and rigorous maths intervention	<a href="#">EEF Maths KS2 KS3 Recommendations</a>	1,2
Targeted vocabulary teaching introducing 'Magpie Books'	<a href="#">Improving Literacy in KS1 - EEF</a> <a href="#">Improving Literacy in KS2 - EEF</a>	1,4

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

Budgeted cost: £15,081.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised residential trips, experiences for all (especially disadvantaged pupils).	Disadvantaged pupils are less likely to have experienced these opportunities. By developing greater cultural capital pupils can develop greater understanding of the world around them Children will also be encouraged to take part in clubs and wider community events, such as: Choir and the O2 concert.	3,4,6
Family Support Worker	<a href="#">EEF - Working with parents to support children's learning</a> Dedicated Family Support Worker is effective to build and maintain relationships and sense of mattering.	3,5,6
Developing our Character Curriculum.	Coaching, Restorative Practice, Peace Education, Flexible & Further Learning, and Independent Learning all link to developing social skills and prepare pupils to become lifelong learners and global citizens.	3,5
Attendance	Good attendance links closely to academic success. Disadvantaged pupils have lower attendance. Through tracking, monitoring and targeting support we can have a positive impact on pupils' attendance and overall attainment	1,3,5
Self-regulation and metacognition in the	<a href="#">Cognitive science approaches in the classroom - EEF</a>	1,3,5

classroom, using BRIYM to support in targeted year groups.	<a href="#">Rosenshine's Principles of Instruction</a> <a href="#">EEF - Metacognition</a>	
Reward system re-brand against values. Changing to 'show kindness and respect'. Opportunities for celebrations in assemblies alongside house points.	Rewards link to our Enjoy and Achieve value and helps develop pupils Character for Learning. Pupil Voice supports this approach. <a href="#">Build a culture of community and belonging for pupils – EEF</a>	2,5
Parent engagement	Small practical workshops e.g how to help with reading in ten minutes a day. <a href="#">EEF - Working with parents to support children's learning</a>	1,2,5

**Total budgeted cost: £63,677.79**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>The outcomes from the last strategy have not been met. There has been an increase in the number of disadvantaged pupils who also had SEND.</p> <p>Outcomes for the 26 disadvantaged children in Years 1 to 6 in the academic year 2024 to 2025 show that 57.7% achieved age related expectations in reading, with 7.7% achieving greater depth. 57.7% of the disadvantaged children achieved ARE in writing, with 42.3% achieving ARE in maths and 3.8% achieving greater depth. In Foundation Stage, 25% of the 4 children eligible for PPG achieved ARE in word reading, comprehension and writing, and 75% achieved ARE in number and numerical patterns.</p> <p>The school's end of Foundation Stage outcomes for the academic year 2024 to 2025 show that of the 4 children eligible for PPG, 25% achieved their Good Level of Development (GLD), whereas 85.7% of not disadvantaged children achieved GLD. The national EYFS outcomes for disadvantaged children were 51.4% nationally and 53% for Wokingham.</p> <p>66% (3 pupils) of disadvantaged pupils passed the Year 1 phonics screen in June 2025, which was broadly in line with national (67%) and local (68%) data for disadvantaged children. In comparison, the outcomes for not disadvantaged children were 83% nationally and 89% locally. 100% of disadvantaged pupils in Year 2 had passed the phonics screen by the end of Year 2 (5 pupils).</p> <p>The end of Key Stage 1 outcomes showed that of the 6 children eligible for PPG, 83.4% met ARE in reading and writing and 50% in maths. Of the 40 non-disadvantaged pupils, 95% achieved ARE or higher in reading, 90% in writing and 95% in maths.</p>
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Of the 3 disadvantaged pupils in the Year 6 cohort, one was triple disadvantaged and two were double disadvantaged. In July 2025, the end of Key Stage 2 outcomes for this group showed that 33.3% reached ARE in reading and 0% reached ARE in writing and maths. 0% were at ARE in reading, writing and maths combined. No disadvantaged children at Winnersh achieved greater depth. The national outcomes for disadvantaged children achieving ARE were reading 63%, writing 59% and maths 61%. For the non-disadvantaged pupils, 92% achieved ARE or higher in reading, 80% in writing and 73% in maths, which compares with national non-disadvantaged outcomes of 75% for reading, 72% for writing and 74% for maths.