

Pupil premium strategy statement – Winterton Primary School and Nursery

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.

2025 – 2026 Update in Green – DFE Calculation

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 64 Pupils (Years 1 – 6) 6 Pupils (Nursery) 65 Pupils (Years 1-6) 3 Pupils (Nursery) |
| Proportion (%) of pupil premium eligible pupils | 31% (20 Pupils) 31.8% (20 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024 – 2025 2025 – 2026 2026 - 2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 Reviewed December 2025 |
| Statement authorised by | Miss Jemima Williams Academy Head |
| Pupil premium lead | Miss Jemima Williams Academy Head |
| Governor / Trustee lead | Steve Martin |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £ 29,600 £30,330 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <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> | £29,600 £30,330 |

Part A: Pupil premium strategy plan

Statement of intent

At Winterton Primary School and Nursery, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is alongside our commitment to develop the 'whole' child, including their learning characteristics, within the areas of personal development, creative development and community engagement. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are academically higher attaining.

We will consider the challenges faced by vulnerable groups including those who have a family support worker, social worker and those who are in care or have been adopted. The activity we have outlined in this statement is also attended to support their needs, regardless of whether they are disadvantaged or not.

A well planned, ambitious and carefully sequenced curriculum and high-quality teaching is at the heart of our approach. A 3-tiered approach focusing on high quality teaching, targeted academic support and wider strategies that focus on non-academic challenges to success are 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 to help pupils excel.

We are committed to meeting the pastoral, social and academic needs of our children within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities to enable them to lead active and fulfilled lives.

Pupil premium funding may be spent on staffing

Our ultimate objectives are:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers.

- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breath of the curriculum.
- Develop confidence in pupils to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional well-being and to develop resilience and other learning characteristics to develop the whole child.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils have access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning.
- Target funding to ensure that pupils have access to trips, residential and first hand learning experiences.
- Target funding for technology programmes to support learning outcomes across the curriculum.
- Provide opportunities for all pupils to take part in curriculum enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Work closely in partnerships with families to address any barriers to school attendance.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low attainment and progress in writing across all disadvantaged pupils. |
| 2 | Many pupils need support with SEMH support and this can impact their learning |
| 3 | <p>Lack of access to cultural capital experiences – Our catchment area is on the outskirts of an area of high deprivation.</p> <p>Pupils need to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils need to be exposed to a wide range of social, cultural and community experiences.</p> <p>Ensuring that children are aware of the opportunities available to them, presently and in the future, and provide them with avenues in which to access them.</p> <p>An increase in participation in enrichment activities, particularly from disadvantaged pupils.</p> |
| 4 | Pupils will not be disadvantaged by absence and poor punctuality. |
| 5 | Pupils in KS2 will be supported to close the gap in reading levels by securing phonics intervention without impacting their access to the full curriculum. |

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 |
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| Improved writing attainment among disadvantaged pupils. | The achievement gap between pupil premium and non-pupil premium children in statutory assessments is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows pupil premium children progress equal to or greater than their non-pupil premium peers. |
| An improved curriculum enrichment for all pupils in our school particularly our disadvantaged pupils. | By the end of 2027 – 2028, there will be higher participation in a broad range of after school curricular enrichment, especially from disadvantaged pupils. All pupils will attend a variety of different educational visits, including residential experiences. Monitoring uptake of curriculum enrichment and educational visits. The curriculum will provide the knowledge and skills that exposes pupils to cultural capital the need to engage in as active participants. |
| Pupils will not be disadvantaged by absence and poor punctuality. | Attendance of disadvantaged pupils is equal to or above national average. |

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| <p>Where data evidences there is a gap in reading (including phonics) between pupil premium and non-pupil premium, this will be reduced by the end of the pupil premium strategy plan.</p> <p>KS2 pupils will receive targeted support to close gaps in reading levels. For those who have progressed through phonics and are now accessing in-class guided reading but still have significant gaps, tailored interventions will be provided. This support will ensure their needs are met without compromising their access to the full curriculum.</p> | <p>The achievement gap between pupil premium and non-pupil premium children in statutory assessments is less than that reported nationally.</p> <p>The attainment gap between that of the school and national data is closing.</p> <p>Internal tracking and monitoring shows pupil premium children progress equal to or greater than their non-pupil premium peers</p> |
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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.

High Quality Teaching

Budgeted cost: £25,730

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding principles of good practise set out in the DfE's guidance on working together to improve school attendance 2024.</p> <p>This will involve training time for staff and supporting parent to make the right choices when it comes to their child's attendance</p> <p>Norfolk Attendance Termly Support Meetings</p> | <p>The DfE guidance has been informed by engagement with schools that have seen significantly reduced levels of absence and persistent absence.</p> | 4 |

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| <p>We are implementing Read Write Inc as a systematic synthetic phonics programme to support the development of early reading skills. As a partner school with Wensum English Hub, we are receiving regular CPD and coaching to ensure effective delivery.</p> | <p>Read Write Inc is a DFE approved systematic synthetic phonics programme. EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The Wensum English Hub are a DFE initiative to drive up the standards of early reading and phonics in schools.</p> | <p>1, 5</p> |
| <p>Pupil progress meetings are used to support future teaching and intervention.</p> | | <p>1, 5</p> |
| <p>Collaborative staff CPD within the school and across the Trust focuses on deepening staff understanding of the objectives outlined in the National Curriculum and how to effectively build on these. This ensures accurate planning and assessment, enabling teachers to anticipate and plan for next steps in learning.</p> | <p>Mastering writing in Primary Schools - https://cpd.thekeysupport.com/teaching-and-learning/literacy-mastering-writing-primary-schools/</p> <p>CPD in early years has focused on improving continuous provision which support the development of prime areas and foundations skills for pupils in early years,</p> <p>As a school we have accessed HFL CPD to improve outcomes in writing. In Early we have accessed early excellence CPD to strengthen outcomes in writing.</p> | <p>1</p> |
| <p>Fully implement the features of the Learning Pi app to strengthen engagement between home and school, while supporting the holistic development of each child. The app</p> | <p>EEF – Effective Learning Behaviour in the Classroom https://educationendowmentfoundation.org.uk/news/five-a-day-effective-learning-behaviours-within-our-classrooms</p> <p>EEF – Benefits of parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>2, 3</p> |

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| will highlight the learning characteristics in which pupils excel and identify areas where they need additional support, fostering a well-rounded approach to their growth and progress. | | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implement a coaching model to support staff in achieving excellence in their teaching practice. This will include embedding the Trust's teaching and learning principles to enhance the overall quality of teaching and foster a culture of reflective practice among teachers. | EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,5 |
| Support staff/ Class teachers delivering structured interventions. Targeted 1:1 and small group interventions. | EEF Small group tuition- Teaching and Learning Tool Kit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition | 1,5 |

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| Year 6 SAT's Club Welcomms Speech and Language Phase 1 phonological awareness TTRS Priority Readers | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2250.00

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|--|---|--------------------------------|
| Curriculum enrichment funded after school provision – staff and resources Support with educational visits | Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 2, 3 |
| Purchasing educational technology to support disadvantaged pupils with attainment in writing. | https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf?v=1737997705 | 1 |
| Access support from the | | 2 |

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| schools and communities team to support disadvantaged pupils with SEMH needs | | |
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Total budgeted cost: £29.600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, we have carried out a thorough review of the progress of our disadvantaged pupils. This has been informed by national assessment data, alongside strong internal formative and summative assessments, termly pupil progress meetings, and ongoing review of individual pupils' needs. These meetings allow staff to regularly reassess progress, evaluate the impact of teaching and interventions, and regroup pupils where needed to ensure support remains timely and effective. Through this approach, we have a clear understanding of how well disadvantaged pupils are progressing, what is working well, and where further support is required.

To benchmark performance accurately, outcomes were compared with those of both disadvantaged and non-disadvantaged pupils at local and national levels. Our Year 2 phonics retake results were particularly strong, with 100% of disadvantaged pupils passing the Phonics Screening Check. Assessment information is used to set clear targets and inform precision teaching in subsequent terms, ensuring provision is responsive to pupils' needs. Where appropriate, disadvantaged pupils are prioritised as priority readers and for targeted academic support.

This comparative analysis has provided valuable insight into attainment gaps, strengths, and areas requiring further intervention. Data indicates that 60% of disadvantaged pupils at Key Stage 2 achieved the expected standard in reading, reflecting positive progress from their starting points. Moving forward, improving writing outcomes—particularly transcription skills and writing stamina—will be a key focus, alongside further development in mathematics, especially number and calculation.

Evaluation of strategies implemented during the previous academic year highlights several factors that have had a strong impact on pupil progress. Quality First Teaching (QFT), strong staff retention, and ongoing professional development continue to be central to improvement. High-quality teaching across all classrooms remains the most effective way to secure sustained progress for disadvantaged pupils. This is supported by targeted CPD from the Early Years onwards, with a strong focus on speech and language and phonological development to ensure pupils build secure foundations early.

Attendance for disadvantaged pupils is closely monitored. Current year-to-date data shows attendance is slightly below last year; however, unauthorised absence remains low at 1.3%, below the national average. This indicates that consistent engagement with families and effective pastoral systems are helping to reduce persistent and unauthorised absence.

This term has also seen an increase in the number of disadvantaged pupils accessing after-school provision, helping to broaden their experiences and engagement with school. Activities have included cross-stitch, pottery and craft clubs. Next term, pupils will have opportunities to take part in clubs such as newspaper journalism, craft, and an archaeology-themed club.

We will continue to review the impact of Pupil Premium provision through regular assessment, termly pupil progress meetings, and responsive adjustments to teaching and intervention. Our focus remains on getting the basics right: strong teaching, timely support, and close pastoral care, so that disadvantaged pupils are supported to achieve their full potential.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

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| N/A |
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