

Pupil premium strategy statement – Winlaton West Lane Community 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	December 2025- 300
Proportion (%) of pupil premium eligible pupils	83 pupils 28%
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)	2021/2022 – 2024/2025 2025-2026- 2028-2029
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Colette Bell Headteacher
Pupil premium lead	Vicky Nugent
Governor / Trustee lead	William Purvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2025- £138.980
Recovery premium funding allocation this academic year	September 2025 £0
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>	2025-2026 £138.980

Part A: Pupil premium strategy plan

Statement of intent

At Winlaton West Lane Community Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, are able to grow as successful individuals 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. Financial disadvantage should not be a barrier to success. We will support each child, and their family, to overcome obstacles, enabling the child to achieve both personal and academic success.

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.

We will provide disadvantaged pupils the support they need in order to develop their confidence, positivity and determination in order to believe in themselves and achieve their goals.

Our strategy will be driven by the individual needs of the child, rooted in succinct formal and informal assessments, not assumptions about the impact of disadvantage. This will ensure each child receives the appropriate interventions and support in order to excel in all areas of learning and receive the necessary support to address social, emotional and mental health needs.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged academically
- intervene at the point need is identified
- ensure that additional interventions and/or support are given when needed
- Work with parents and carers to provide the support each child needs
- Share information with parents regarding the progress of their child throughout their academic career

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within reading and writing. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence etc. Gaps in knowledge, skills and understanding in reading and writing. Children struggle with poor working memory, lack of concentration and lack of resilience. Our current year 5 and year 6 will be the last of our children to have missed education through Covid, these are still affected and they are still playing catch up to an extent.</p> <ul style="list-style-type: none"> - Writing levels end of year 6 2023-2024: 72.2%% - Reading levels end of year 6 2023-2024: 75.9% - Writing levels end of year 6 2024-2025: 65.5% - Reading levels end of year 6 2024-2025: 75.9%
2	<p>Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within Maths. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence etc. We have also found that children are coming through the school with poor basic maths skills such as automaticity of number facts and recollection of timetables. Retention of basic number facts and being able to recall facts to help them solve more difficult problems is a school wide issue.</p> <ul style="list-style-type: none"> - Maths levels end of year 6 2023-2024: 85.2% - Maths levels end of year 6 2024-2025: 63.8%
3	<p>Our current early years children were all born during covid and this has had a huge impact on their development such as social skills, their fine motor and gross motor skills having had coats fastened for them, shoes put on for them. They lack independence and do not want to do things for themselves as they are so used to getting everything done for them. Their speech and language is very poor with a quarter of our current reception class having received speech and language therapy or being on the waiting list for therapy. We are finding that many children are coming into nursery without being toilet trained. We have noticed that the level of need presenting in our children with special educational needs are much more severe than we have encountered previously and that many of these children are still in nappies.</p>
4	<p>Our attendance data last year indicates that attendance among disadvantaged pupils, the attendance figures fall below the expected attendance of 96%. Disadvantaged pupils attendance 94.44%, non disadvantaged pupils attendance was 95.44%</p>

5	Our children are struggling with resilience, social, emotional and mental health particularly in year 5 and 6

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 reading attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.
Improved writing attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.
Improved Maths attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.
An increased percentage of Nursery children to be working at age related expectations or above in the identified areas of personal, social and emotional development, speaking and listening and attention,	Percentage of children achieving age related outcomes at the end of Reception to be increased.
Achieve improved attendance for disadvantaged pupils	Disadvantaged children to achieve attendance of at least 96%.
Achieve improved wellbeing, social skills and emotional resilience for disadvantaged pupils enabling them to be ready to learn.	Improved wellbeing / emotional resilience of disadvantaged pupils. Improved social skills of disadvantaged children. (Evidenced by pupil voice, observations, questionnaires, audits)

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: £ Nil to pupil premium. (Core funded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Looking at standardised assessments and how this can give us an accurate picture of what is going on in year groups</p> <p>Staff are being encouraged to develop a retrieval approach across the curriculum where we will strive to develop our children's working memory</p>	<p>'Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.' EEF</p> <p>'Schools should support teachers to understand the importance of using strategies to develop their pupils' metacognitive knowledge.' EEF Metacognition and Self-Regulated Learning</p>	<p>1,2,3,4</p>
<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Staff are sharing good practise in school and also going to model schools to learn from them eg Little Wandle Champion School for phonics training</p> <p>Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' EEF Effective professional development</p> <p>Professional development provided by the Maths Hubs and information produced by the NCETM have informed leaders about high-quality mathematics teaching' – Ofsted mathematics subject report, Coordinating mathematical success</p>	<p>1,2,3,4</p>

Implementation of strategies eg Maths Hub and rolling this out from reception to y2. Then this year 4 and Year 5		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years – Small group interventions delivered by teachers, HLTAs and teaching assistants, including BLAST (Nursery) to develop underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as basic language skills.</p> <p>Training of staff and intervention from Special needs team and early years advisors modelling language and communication opportunities for staff. Early intervention is key to developing the language skills needed to communicate and socialise with peers.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF</p> <p>Studies where children receive the same vocabulary support show those whose language skills are developing ahead of age-expectations make accelerated language progress above both those at an earlier stage in development and those experiencing poverty. Those more at risk will need more exposure to vocabulary practices. EEF</p>	3
Effective research based interventions and pre teaching	Reading comprehension strategies are a high impact (additional 6 months progress within a year)	1, 2, 3

<p>across the whole school, including 'Toe by Toe, Precision Teaching' to address gaps in reading, writing and maths, including delivering 1:1 and small groups interventions. (Delivered by teaching assistants, HLTAS and teachers).</p> <p>In reception and ks1 children following the Little Wandle phonics scheme have daily interventions and follow the keep up programmes.</p> <p>Interventions in small groups in the moment addressing difficulties along the way. Modelling and training staff across year groups to ensure that everyone is teaching consistently.</p> <p>Weekly arithmetic tests including a lesson each week to teach the skills and then application of the skills to be carried out the subsequent week</p>	<p>'Targeted phonics interventions are more effective delivered as regular sessions over a period of up to 12 weeks.' (EEF Phonics Toolkit strand)</p> <p>'High quality, targeted support can provide effective extra support for children.' (EEF Improving Maths in the Early Years and KS1)</p> <p>'Use structured interventions to provide additional support' (EEF Improving Maths in Ks2 and 3)</p>	
<p>Teacher to work with SEND and PP children to develop strategies to work more effectively in the classroom</p> <p>Classes are now smaller and there are teaching assistants in every year group who are trained to carry out</p>	<p>Smaller classes impact upon learning if the reduced numbers allow teachers to teach differently. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupil receives. (EEF Teaching and Learning Toolkit)</p>	<p>1, 2, 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to provide specific wellbeing sessions / interventions 1:1 and small groups.</p> <p>Family support worker released more this year to spend more time running interventions</p> <p>Melva training Pol-Ed training</p> <p>SENco and other staff members have SEN children during breaktimes for chats or for down time to help children to process different emotions</p> <p>Nurture training to be developed across the year</p>	<p>‘There are a number of children who require support with personal / emotional needs. Without these being tackled, the children will not be able to focus their optimum and achieve their full potential. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p> <p>HM Government – ‘ Promoting children and young people’s mental health and wellbeing – recognise that ‘a child’s emotional health and wellbeing influences cognitive development and learning’.</p>	<p>1, 2, 3, 4, 5</p>

<p>Half Termly After School Clubs for Each year group.</p> <p>Children to be invited to specific clubs (inclusion)</p>	<p>‘Taking part in After School Clubs helps learners to develop socially, emotionally, physically and intellectually. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p>	<p>1, 2, 3, 4, 5</p>
<p>Family Support Worker, SLT and Office Staff to work</p> <p>New attendance procedure in place with regular meetings with parents, monitoring and 4- week contracts given to parents</p> <p>Office staff meeting with HT and families to offer support where needed.</p> <p>New attendance procedure shared with all families in school</p>	<p>‘Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.’ (EEF Attendance interventions rapid evidence assessment)</p> <p>DFE document has been informed by: engagement with schools who have significantly reduced their persistent absence levels, teachers’ standards, Ofsted’s school inspection handbook and other DFE statutory and non-statutory guidance..</p>	<p>1, 2, 3, 4, 5</p>
<p>Breakfast Club to enable children to be ready to learn every day.</p> <p>Some families invited to breakfast club to ensure that</p>	<p>Dr Kevan Collins (EEF) said, “Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils’ concentration.</p> <p>‘Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p>	<p>1, 2, 3, 4, 5</p>

children attend school and come into school on time		
Provide help with residential costs / visits Poverty Proofing Feedback Pre-used uniform drop ins	. Pupils benefit from taking part in school visits. https://www.hse.gov.uk/services/education/schooltrips.pdf	

Total budgeted cost: £

September 2023 £162,150

September 2024 £149,090

September 2025 £138,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024-25 confirm that the performance of disadvantaged pupils has declined compared to previous years in Reading, Writing and Maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2023-24 were not realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees and this is still impacting the children in our school. Our children lack resilience, independence and still struggle to retain facts due to missing a large chunk of their education when the schools were closed down. The rising needs of SEND children in our school has had a massive impact on our disadvantaged children being able to benefit from targeted interventions as we have not had the staff to carry out these during the school day. Attempts have been made to mitigate the affect of lack of intervention, e.g. we have had cross over with maternity leaves and this has sometimes meant that a teacher has been free and able to carry out interventions. This year, we have endeavoured to move staff around the school primary to carry out interventions in basic skills to help these pupils to build some of the building blocks that they have missed out on.

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
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Limited
White Rose Maths Premium Resources	White Rose Maths Hub
Spelling Shed	Ed Shed
Purple Mash	2 Simple
Seesaw	Seesaw
Developing Experts (Science)	Developing Experts
Kapow	Kapow
Key Stage History	Key Stage History
Odizzi Geography	Odizzi Geography
Grammarsaurus (SPaG)	Grammarsaurus

Grammarsaurus (History)	Grammarsaurus
Jigsaw	Jigsaw
Melva	PSHE

Service pupil premium funding (optional)

<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>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include: Offering a wide range of high-quality extracurricular activities to boost confidence to interact socially with others and provide them with new skills and abilities. Disadvantaged pupils will be encouraged to sign up to attend the clubs and where needed, supported to access them.