

Winslow Church of England School

Pupil Premium Strategy Statement 2025 2026

This statement details our school's use of pupil premium (for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils and to support their families

In line with the Education Endowment Foundation (EEF), we have taken a tiered approach to our pupil premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Our Pupil Premium strategy outlines how we intend to spend the funding in this academic year and the impact from last year's spending.

The EEF Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action.

School overview

Detail	Data
School name	Winslow Church of England School
Number of pupils in school	368 (15 Rainbows Preschool)
Proportion (%) of pupil premium eligible pupils	25% (93 + 4 Rainbows PP children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2025
Date on which it will be reviewed	Termly but full review September 2026
Statement authorised by	Mrs Samantha Dimpleby (Headteacher)
Pupil Premium Lead	Mrs Katie Epps
Pupil Premium attached Governor	Mr Paul Cresswell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129, 490
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£129, 490

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is designed to secure sustained improvement in outcomes for disadvantaged pupils by addressing the key barriers that limit their progress, particularly in oral language, vocabulary and expectations. Rooted in the Education Endowment Foundation's (EEF) evidence-based principles, our approach prioritises high-quality teaching, targeted academic support and wider strategies that meet both common and individual needs. By combining robust diagnostic assessment with a whole-school commitment to high ambition for every child, we ensure that disadvantaged pupils are consistently challenged, effectively supported and able to thrive academically and personally.

Our pupil premium children are further supported by our vision statement: *'Let your Light Shine.'* The rainbow represents God's unconditional love for every individual, and we seek to reflect that light in all we do - within our school community and beyond, through our words and actions, through curiosity and courage, and through care and compassion for everyone. This ethos inspires a love of learning and underpins our commitment to ensuring that all pupils, regardless of background or barrier, become confident, fluent readers. Strong reading skills enable pupils to learn effectively, expand their horizons and become engaged, thoughtful citizens.

Learning is a lifelong journey. At Winslow Church of England School, we support children in becoming independent, self-motivated learners who take responsibility for their development. A positive 'Growth Mindset' is promoted throughout the school, encouraging pupils to embrace challenge, take risks, make discoveries and deepen their understanding. Our rich and varied curriculum provides pupil premium children with memorable, engaging learning experiences.

The approaches we have adopted work together to enable pupils to excel. To ensure their effectiveness, we:

- Ensure disadvantaged pupils are consistently challenged in the work they are set.
- Intervene early, addressing need as soon as it is identified.
- Adopt a whole-school approach in which all staff share responsibility for disadvantaged pupils' outcomes and maintain high 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	Outcomes and progress of disadvantaged pupils in Reading, Writing and Maths varies considerably between disadvantaged and non-disadvantaged pupils. This is especially evident with children's progress and attainment in Maths and in Writing.
2	Pupil premium children have multiple barriers to learning. Increased numbers of pupils with complex needs, including speech and language, poor oracy and comprehension skills, social communication, poor working memory, attention difficulties, fine motor skills and social emotional and mental health.
3	Pupil premium children can lack motivation and aspiration, which in turn, can affect their attitude to learning. These children often need support to be in the right mindset for learning and to have their barriers to learning addressed.
4	Low parent engagement and lack of financial resource to provide pupils with broad opportunity and life experiences.
5	Attendance rates for pupils eligible for pupil premium are 92.75% (below the attendance for all pupils of 95.74%) Attendance remains a barrier as it reduces their school hours and causes them to fall behind on average.
6	Pupil premium children can lack wider reading opportunities which can directly impact their reading fluency and comprehension skills. As a result, these children often have weak language and comprehension skills.

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
<p>Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Targets will be set for individual pupils and reviewed regularly.</p>	<p>The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children.</p> <p><i>Sources: Attainment data, Monitoring and Evaluation school improvement work.</i></p>
<p>Pupils access a wide range of interventions and classroom adaptations to meet their additional needs, including speech and language.</p> <p>Pupil Premium children are supported through consistent Little Wandle sessions (including 'Keep Up' and 'Catch Up' sessions).</p>	<p>As their needs are being addressed, pupil premium children make expected progress or exceed their targets in Reading, Writing and Maths. Staff confidently and accurately diagnose children's barriers and make effective adaptations to learning to meet their needs.</p> <p><i>Sources: Progress and attainment data from academic year.</i></p> <p><i>Children's Pupil Premium provision maps identify children's barriers to learning and related actions/provision in place.</i></p> <p><i>Monitoring and Evaluation school improvement work.</i></p>
<p>Social emotional and mental health needs of Pupil Premium pupils are met resulting in a more positive attitude to learning.</p>	<p>Vulnerable children are in a better place to access their learning. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p><i>Sources: Data on pupil premium children taking part in after school clubs and other clubs.</i></p> <p><i>Children's Pupil Premium provision maps identify children's barriers to learning and related actions/provision in place.</i></p> <p><i>Attendance monitoring reports.</i></p>
<p>Increased home support, leading to greater parental engagement. Pupil Premium pupils experience a wide range of enrichment activities.</p>	<p>Pupil voice surveys reflect enjoyment in school and improved attitudes to learning.</p> <p>Pupil premium parents connected to school 'Class Dojo' platform and are positive about communication with the school and support offered.</p> <p>Pupil Premium parents have an active presence in school-led events.</p> <p>Pupil Premium children attend at least one extra-curriculum club over the academic year.</p> <p><i>Sources: Pupil voice surveys, Class Dojo usage monitoring, attendance data, parental participation in different school-led events.</i></p> <p><i>Data on pupil premium children taking part in after school clubs and other clubs.</i></p>
<p>Increased pupil premium attendance rate of pupils across school.</p>	<p>Attendance of identified pupil premium pupils increases and the gap between pupil premium and non-pupil premium narrows.</p> <p>The barriers to pupils' attendance patterns are explored and acted up so that the school can work alongside the parents.</p> <p><i>Source: Attendance monitoring reports.</i></p> <p><i>Monitoring and Evaluation school improvement work.</i></p>

<p>Clear progress with children's reading fluency and comprehension skills. Children have a deeper understanding of language use and vocabulary awareness.</p> <p>Children are able to develop and apply their phonics skills to different areas of learning across the curriculum.</p>	<p>The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children. Children are able to apply their reading skills to all areas of the classroom.</p> <p>Children who have reading difficulties are given the support they need to catch up.</p> <p>Success will be measured through the Phonics Screening Check (PSC) in Year 1 and Year 2 re-takes. Ongoing formative assessment, carried out by the Reading Lead, will give staff an accurate and up-to-date picture of the phonics progress for all children and will ensure consistency to align to the Little Wandle programme.</p> <p><i>Source: Progress and attainment data from academic year. Phonics and English Lead monitoring activities.</i></p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Rationale and evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching through:</p> <ul style="list-style-type: none"> • Consistently strong teaching across the curriculum • Ongoing staff development and high-quality CPD. Professional development focused on effective pedagogy to support teachers to embed practices with the strongest evidence of impact. <ul style="list-style-type: none"> ○ Modelling – enabling children to develop their knowledge and understanding of concepts and processes. ○ Feedback and live marking – to ensure that the feedback provided to all children is instant and effective. ○ Use of whole class feedback and marking books support children’s progress and enable effective on-going assessment. ○ Pre-teaching – linked to different areas of the curriculum to support children’s needs. The use of knowledge organisers to support children’s understanding as they progress through a unit. ○ Access to richer vocabulary throughout all subject areas: linked to Tier 2 and 3 subject vocabulary. ○ Effective use of the learning environment to shape and support children’s learning. English and Maths working walls part of the classroom non-negotiables. ○ Adaptation – to ensure children’s barriers are effectively diagnosed and needs are being met as required. ○ Use of the Walk Thrus CPD materials to support teachers’ use of explaining and modelling, questioning and feedback and practice and retrieval. 	<p><u>Rationale:</u></p> <p>From our own experience and academic research, we know that greater staff awareness leads to greater accountability and improved outcomes. We need to ensure that every child experiences well-structured, well-sequenced lessons which support sustained progress.</p> <p>Through this activity, teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons for greater impact on pupil outcomes.</p> <p>Teachers are aware of the pupil premium children in their cohort and are accountable for their progress and attainment.</p> <p>Teachers will be able to use the data analysis reports to support their assessments.</p> <p><u>Evidence:</u></p> <p>The Education Endowment Foundation (EEF) toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children (EEF’s tiered approach to pupil premium – teaching is the top priority, including high quality CPD). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged pupils.</p> <p>Rooted in the EEFs <i>Effective Professional Development</i> guidance, evidence shows that supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches.</p> <p>Providing timely and purposeful feedback is one of the EEFs highest-impact strategies. Live marking and whole-class feedback enable immediate responses to misconceptions and informs next steps.</p>	<p>1, 2, 3, 6</p>

	<p>Preparing children for new learning, through pre-teaching, supports access to the curriculum and reduces cognitive overload. Knowledge organisers strengthen retrieval, a key element of the EEFs metacognition and self-regulated learning guidance.</p> <p>Explicit teaching of Tier 2 and Tier 3 vocabulary improves comprehension, aligning to the EEFs guidance that <i>oral language and vocabulary</i> are essential foundations for learning.</p> <p>Working walls act as scaffolds, promoting independence and reinforces key learning, in line with the EEFs emphasis on <i>structured support that gradually fades</i>.</p> <p>Adaption ensures that teaching is responsive to need without reducing challenge. This reflects EEF guidance on providing targeted support while maintaining high expectations.</p> <p>Tom Sherrington's, 'Walk Thrus' toolkit provides a range of teaching and learning strategies, based on key ideas from influential educational thinkers and researchers: https://walkthrus.co.uk/</p>	
<p>Pupil Premium Lead to:</p> <ul style="list-style-type: none"> • Work alongside the Headteacher to strategically deliver the pupil premium offer, which narrows the gap for pupil premium children. • Identify and analyse current patterns of vulnerability of pupils at the school, both in terms of internal and external barriers. This also provides our school with a local-context picture to enable us to target our support more effectively. • Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact. • Analyse data and adapt provision where required. • To support staff with high quality CPD linked to pupil premium: • Ensure all staff understand the key points from our 2024/2025 Pupil Premium review and implications for this academic year. • Pupil Premium Lead to attend regular CPD training sessions throughout the year and to support staff as needed. • To disseminate regular Pupil Premium information to staff. 	<p><u>Rationale:</u></p> <p>Teachers will be supported to ensure pupil premium pupils make accelerated progress and gaps with non-pupil premium are closed.</p> <p>Our children's pupil premium provision maps reflect our current internal and external disadvantage across the school.</p> <p>Our analysis of children's internal and external barriers support the school to address need and prioritise provision for our most vulnerable children.</p> <p>Teachers have an understanding of how disadvantage impacts the learning for their pupil premium and this is indicated in the Pupil Premium Provision Maps.</p> <p>Underpinned by our belief that all children will achieve. Linking all our work to our school vision: 'Let your Light Shine' and to all our school values and curriculum drivers.</p> <p><u>Evidence:</u></p> <p>Learning led approach rather than a labelled approach (as advocated in the EEF document and Buckinghamshire Challenge Project – Marc Rowland).</p> <p>'Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>be the top priority for Pupil Premium spending.’ (EEF: The EEF Guide to Pupil Premium, June 2019).</p>	
<p>Reading (Phonics): Ensuring that all pupils, particularly our Pupil Premium children, achieve strong early reading skills by embedding a consistent, high-quality systematic synthetic (SSP) programme across KS1 and supporting catch-up programme for children in KS2.</p> <p>Fully implement and further embed Little Wandle SSP across all classes in KS1 and EYFS to secure consistency and high-quality phonics instruction.</p> <p>Use of the Little Wandle Keep-Up programme to support the lowest 20% readers in KS1 to address gaps in phonics and reading fluency.</p> <p>Use of the Little Wandle Catch-Up programme to support the lowest 20% of readers in KS2 to accelerate reading development.</p> <p>Use of the Little Wandle Reading Fluency programme for children in Years 2 and 3 to support the bridge between phonics and fluent reading.</p> <p>Dedicated Phonics Lead to work alongside the English Lead to monitor implementation and outcomes.</p> <p>On-going formative assessment (through half-termly assessments and fluency checks) to maintain an accurate overall picture of children’s progress and attainment in phonics.</p> <p>Regular training and ongoing support for all staff to ensure fidelity of phonics delivery and to induct new staff. Staff impact will be evaluated through lesson observations, drop-ins and monitoring of pupil progress.</p>	<p>Rationale: Phonics is a crucial foundation for literacy. Early and effective phonics instruction improves word reading, decoding and overall comprehension, especially for disadvantaged pupils who often start school with a smaller vocabulary base (<i>National Reading Panel, 2000; Rose Review – Independent Review of the Teaching of Early Reading, 2006</i>).</p> <p>Dedicated leadership time ensures that CPD and intervention takes place across all year groups and that teaching is of the highest possible standard. The Reading Leader will undertake their own CPD to ensure the school is using the most up-to-date teaching strategies recommended by Little Wandle. https://www.littlewandlelettersandsounds.org.uk/about-us/</p> <p>Further developing the teaching of phonics to ensure that the percentage of pupils meeting age-related expectations in the Year 1 Phonics Screening Check is in line with national outcomes.</p> <p>Evidence: Dedicated phonics leadership and ongoing CPD ensure all staff implement the programme effectively and consistently, as recommended by Little Wandle’s implementation guidance (<i>Keep-Up and Catch-Up Implementation Guidance, Little Wandle, 2022</i>).</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>The EEF Toolkit research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p> <p>Evidence shows that targeted intervention for struggling readers are highly effective when delivered systematically and consistently (<i>EEF, Small Group Tuition, 2021</i>).</p> <p>The EEF highlights that fidelity and consistency of programme delivery are critical to maximise impact (<i>EEF, Using Pupil Premium Effectively, 2020</i>).</p>	<p>1, 2, 6</p>

<p>Literacy across the curriculum:</p> <p>Developing language, comprehension and writing skills for all pupils, ensuring Pupil Premium can access the full curriculum, through:</p> <p>Continued work and support from the DfE White Knights English Hub to identify and address development points to enhance the teaching of phonics and reading across the school.</p> <p>Explicit teaching of Tier 2 and Tier 3 vocabulary across all subjects.</p> <p>Structured opportunities for oral development, discussion and story-telling through the school's school development on Oracy (Voice 21)</p> <p>Embedding Jane Considine's, 'Book Talk' across KS2 to support reading comprehension and to also help children to apply key ideas to their independent writing.</p> <p>Use of the updated DfE, 'Reading Framework' document and Primary Curriculum Review document to inform teaching and learning.</p> <p>Further developing the writing curriculum so that teaching provides opportunities to develop key writing skills alongside writer's voice, in line with the DfE Writing Framework (July 2025).</p> <p>Whole class writing marking and feedback sheets used consistently and effectively across the school</p> <p>Staff CPD on adaptations in the wider curriculum to further diagnose children's barriers and to meet their needs.</p> <p>Embedding our 'Winslow Writing Journey' with some elements of Jane Considine's Sentence Stacking to support children's independent writing and providing children with effective grammatical models.</p> <p>Regular writing moderation, both within school and liaising with staff from other local school to encourage professional dialogue and to ensure consistency of standards and the application of our English curriculum to the classroom.</p>	<p>Rationale:</p> <p>Being a partner DfE English Hub school, provides us with development days over the 2 year support programme to further develop our phonics and reading provision.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older, struggling readers. Children can struggle with decoding words, understanding the structure of language used, or understanding vocabulary, which may be subject-specific).</p> <p>Continuing to raise attainment in writing at KS1 and KS2, to ensure that the percentage of pupils meeting age-related expectations is at least in line with national outcomes.</p> <p>CPD to support teacher's subject pedagogy in the teaching and assessment of writing, including appropriate 'scaffolding strategies' to meet the needs of all pupils.</p> <p>Sentence Stacking is based on Jane Considine's 'Write Staff' approach which is based on two guiding principles; teaching sequences that move between experience days and sentence stacking lessons. Modelling is at the heart, with the sentence stacking lessons so that children's can apply grammatical features to their independent writing.</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p> <p>Teaching spelling rather than just testing to support children's spellings being transferred accurately into their independent writing.</p> <p>Evidence:</p> <p>There is a strong evidence base to suggest oral language activities, such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. Developing pupils' oracy skills are a vital component of our catch-up programme.</p> <p>'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>(EEF Toolkit research promotes oral language interventions to support learning).</p> <p>(EEF Reading Comprehension strategies: High impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1, 2, 3, 6</p>
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<p>Consistent handwriting programme is taught from Reception to Year 6, in line with the school's Handwriting policy.</p> <p>Embedded the school's spelling programme in KS2, helping children to apply their phonics skills to their spelling strategies. Regular CPD opportunities for staff.</p>	<p>Evidence from Barak Rosenshine's paper, 'Principles of Instruction' provides simple, actionable research-based principles that underpin effective teaching, including the effectiveness of using modelling strategies in the classroom. The paper details that, providing pupils with model and worked examples, can help them learn to solve problems faster. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</p> <p>An essential trait of literate people is being able to spell effectively and spelling is valued in society above all other writing conventions (Turnbill 2000).</p> <p>To master writing, one of the first skills that children need to develop is handwriting (Berninger & Swanson, 1994). Indeed, even in the current digital era, with technological tools increasingly present in individuals' lives from very early on, in most countries, handwriting is the first taught writing modality and the dominant one throughout education.</p> <p>The importance of handwriting in school contexts is reinforced by recent empirical findings. For example, there is evidence showing the advantages of handwriting over typing on either children's early literacy attainments (James & Engelhardt, 2012)</p>	
<p>Maths:</p> <p>Enhancement of maths teaching and curriculum planning in line with Mastery for Maths, Enigma Hub and the Department for Education (DfE), Education Endowment Foundation (EEF) and White Rose Hub guidance, through:</p> <ul style="list-style-type: none"> • CPD for teachers in KS2 with Mastery in Number. • On-going coaching and mentoring for staff. • Developing children's use of mathematical vocabulary. • Embedding the use of stem sentences. • Ensuring Concrete, Pictorial, Abstract (CPA) is embedded across the school. • Ensuring working walls support learning. • Addressing misconceptions and gaps in learning. • Understanding children's barriers to learning and implementing effective adaptations. • Effective use of assessment, linking to feedback and marking. 	<p><u>Rationale:</u></p> <p>NCETM guidance supports our delivery of the teaching for Mastery through the White Rose Hub.</p> <p>Mastery of Number supports the need for pupils to develop good number sense to support success in the future.</p> <p>Disadvantaged children benefit most from consistently high-quality, well-sequenced teaching. Strengthening curriculum planning and lesson design ensures all pupils access small, coherent small steps and opportunities for overlearning.</p> <p>The CPA sequence helps disadvantaged pupils build secure conceptual understanding, reducing the reliance on rote methods and supporting long-term retention. Embedding CPA ensures consistency across year groups and reduces cognitive load for pupils with weaker mathematical foundations.</p> <p>Working walls act as scaffolds that reinforce prior learning, promote retrieval and aid independence.</p> <p><u>Evidence:</u> (Debbie Morgan (NCETM Director of Primary Maths) "Research tells us that if children develop fluency and flexibility, with number facts and relationships early on, they will make much more progress later, in both maths and other subjects").</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> Maths Lead working closely with PP Lead to support children's needs. 	<p>The EEFs <i>Improving Mathematics in Key Stages 2 and 3</i> emphasises carefully sequenced curriculum design, explicit instruction and coherent mathematical representations as high-impact strategies for raising attainment, especially for disadvantaged pupils.</p> <p>The EEFs <i>Metacognition and Self-Regulated Learning</i> report highlights the importance of scaffolding and modelling in helping pupils become independent learners – both of which are supported by effective use of working walls.</p> <p>The DfE Maths Guidance (2020 – 2022) and White Rose materials advocate for mastery principles: small steps, variation, depth over acceleration and consistent use of representations. DfE mastery guidance advocates for classroom environments that reinforce conceptual connections and mathematical vocabulary.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teacher / LSA led small group and 1:1 interventions across all year groups.	<p>Rationale: Addresses misconceptions quickly and accelerate progress for pupils not making expected gains.</p> <p>Evidence: EEF highlights targeted academic support, when carefully implemented, has a strong positive impact on progress, particularly for disadvantaged pupils. This also align with the DfEs emphasis on early identification and intervention.</p>	1, 2, 3
Annual subscription to Speech and Language Link / Junior Language Link programme, prioritising screening in EYFS and Years 1-3.	<p>Rationale: We use this online assessment programme to identify and support pupils with low spoken language skills, ensuring timely intervention</p> <p>Evidence: EEF stresses oral language interventions as highly effective, especially in the early years. DfEs school improvement guidance prioritises language-rich environments.</p>	1, 2, 3, 6
Additional phonics sessions targeted at disadvantaged pupils who require further support (in all year groups across school), tracked via Little Wandle assessments carried out by the Phonics Leaf.	<p>Rationale and evidence: 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 (EEF Toolkit research and evidence).</p>	1, 2, 3, 6

	The DfE prioritises systematic phonics as a cornerstone of reading instruction.	
<p>Reading progress monitoring – through the use of Accelerated Reader programme.</p> <p>All staff are trained in the use of Accelerated Reader to analyse pupils' performance and next steps (focusing on the analysis of AR data reports to link to lowest 20% / PP reading information).</p>	<p><u>Rationale and evidence:</u></p> <p>Pupils eligible for Pupil Premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Accelerated Reader enables pupils to select reading books to match their ability and Zone of Proximal Development (ZPD). It also provides important assessment information for teachers, LSAs and parents to support pupils' next steps.</p> <p>We have seen a significant impact linked to our reading progress and outcomes. Purchase of on-going licences.</p> <p>The EEF recommends diagnostic assessments to inform targeted support and the DfE emphasises data-driven improvement in literacy outcomes.</p>	1, 2, 3, 6
<p>Reading for Pleasure – expanding initiatives across school (book buddy bags, reading newsletters, book cafes, extended library opening times, special reading events, use of the school's Reading Ambassadors, World Book Day, Termly competitions, extra-curricular clubs), Use of reading volunteers to ensure children are heard to read regularly.</p>	<p><u>Rationale and evidence:</u></p> <p>It is important to build a culture of reading enjoyment and broaden access to texts beyond the school curriculum.</p> <p>Growing body of evidence illustrates the import of 'Reading for Pleasure' for education purposes and for educational development (Clarke and Rumbold)</p> <p>A positive relationship between reading frequency, read enjoyment and reading attainment (Clark and Douglas).</p> <p>Research and up-to-guidance from Open University and member of Bucks Teacher Reader Group.</p>	1, 2, 3, 6
<p>Continuing to use the Reading Eggs programme to support Pupil Premium children in KS2, linked to provision for our lowest 20% readers in each year group from Year 3 to Year 6.</p>	<p><u>Rationale and evidence:</u></p> <p>Pupils eligible for Pupil Premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Online Reading programme accurately assesses children's reading skills and provides a framework for them to catch up key areas of reading (both in and outside of school).</p>	1, 2, 3, 6
<p>Social and Emotional Development - Lego Therapy programme</p>	<p><u>Rationale:</u></p> <p>A Lego Therapy programme can support communication, social skills and emotional regulation. This helps to strengthen social interaction and reduce isolation for pupils with additional needs.</p> <p><u>Evidence:</u></p> <p>The EEF highlights social and emotional learning as a key strand of effective Pupil Premium strategies. The DfE promotes inclusive approaches to wellbeing and resilience.</p> <p>A review, conducted through the National Library of Medicine, found that 14 studies reported at least one improvement in social and communication skills, ASD-specific behaviours, belongings, family relationships, coping and reductions in playing alone.</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10323259/</p>	1, 2, 3

<p>Maths Mastery Support – providing Same Day Intervention (SDI) in maths to address misconceptions immediately.</p>	<p>Rationale: Swift interventions can help children to build confidence and secure understanding for all pupils, particularly for low achievers.</p> <p>Evidence: The EEF emphasises responsive teaching and immediate feedback as high-impact strategies. The DfE maths guidance prompts mastery approaches with timely intervention.</p> <p>EEF research found that teachers in Same Day intervention schools were more likely than teachers in control schools to report that all pupils, and lower achieving pupils, were more confident compared to the previous year’s pupils.</p>	<p>1, 2, 3</p>
<p>Embedding purposeful marking and feedback, focusing on pupil premium children and linking to SDI, pre/post teaching and whole-class instruction.</p>	<p>Rationale: Ensures that feedback drive progress and informs targeted support. Effective and purposeful marking and feedback ensuring that our most vulnerable pupils are focus pupils and feedback informs targeted support including SDI, pre/post teaching and whole-class quality first teaching.</p> <p>Evidence: The EEF identifies feedback as one of the most effective strategies for improving attainment. The DfE highlights feedback as central to high quality teaching.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using the Equalities Award framework to strengthen equality, diversity and inclusion by:</p> <ul style="list-style-type: none"> • Implement the Equalities Award framework to audit practice, identify gaps and drive structured improvements across the school. • Providing staff training and implement action plans to eliminate discrimination, promote inclusion and strengthen community cohesion. 	<p>Rationale and evidence: Using the framework will showcase our commitment to equality and to support us to fulfil our statutory duties to:</p> <ul style="list-style-type: none"> • Eliminate discrimination, advance equality of opportunity, and foster good relations (Equality Act 2010) • Promote community cohesion (Education and Inspections Act 2006) • Prevent people from being drawn into terrorism (Counter Terrorism and Security Act 2015) • Safeguarding children and promote spiritual, moral, social and cultural development (Education Act 2002) <p>Equalities Award is part of Equaliteach (www.equaliteach.co.uk) They are an equality and diversity training and consulting charity providing high quality, interactive training and support on issues of equality, diversity and inclusion.</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>This framework also aligns with EEF guidance on behaviour and learning climate, which highlights that a positive, inclusive whole-school culture improves academic outcomes.</p>	
<p>Continuation of our Mental Health and Wellbeing team to support our pupils by:</p> <ul style="list-style-type: none"> Delivering targeted 1:1 and small group interventions for pupils with SEMH needs. Working with the Pastoral Lead and Bucks Mental Health Support Team (MHST) to identify needs early and implement support Training staff to recognise and appropriately respond to mental health concerns. supporting our children who have difficulties with their mental health and emotional well-being, including anxiety, low mood and challenges with behaviour, confidence and self-esteem. 	<p>Rationale:</p> <p>An effective system enables all pupils to be recognised and needs diagnosed, thereby supporting their wider needs and mental health and well-being so they have the right conditions to support their learning.</p> <p>The MHST offers training to school professionals to help them identify mild to moderate mental health and emotional well-being difficulties in their children. They also provide evidence-based therapeutic support, both individually and in groups to young people and parents.</p> <p>Reducing SEMH-related barriers to learning so children can regulate, attend school and engage fully in lessons. It will improve children's confidence, emotional literacy and behaviour for learning.</p> <p>Evidence:</p> <p>Evidence from EEF shows that social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF guidance report, 'Improving Social and Emotional Learning in Primary Schools,' outlines five core competencies that can be taught explicitly to support pupil development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>One in 10 children between the ages of 5-16 years, or three children in every classroom, have a diagnosable mental health difficulty.</p> <p>https://www.oxfordhealth.nhs.uk/camhs/bucks/mhst/</p> <p>Ensuring children and young people have the right support at the right time can have a significant impact on physical and mental health.</p> <p>https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</p>	2,3
<p>Attendance strategy: monthly PP/SEND monitoring and termly report shared with all staff – linking to pupil premium children's provision maps and barriers to learning. To also include:</p> <ul style="list-style-type: none"> Weekly attendance incentive for the whole school. HERO (Here Everyday Ready On time) award given in collective worship. 	<p>Rationale:</p> <p>A continued focus on improving punctuality and attendance of pupil premium children improves their overall quality of education and learning.</p> <p>Ensures prompt identification of attendance and early support for families. The importance of regular catch up / support given to the most vulnerable families.</p> <p>This also ensures that the gap is closed further between pupil premium children and national attendance data. It will reduce persistent absence among disadvantaged children.</p> <p>Evidence:</p>	5

<ul style="list-style-type: none"> Attendance-focused training for PP Lead and Pastoral Lead. 	<p>EEF Evidence states that parental communication approaches and targeted parental engagement show promise in supporting pupil attendance. It also suggests that developing relationships with parents and thus opening up lines of communication and improving attendance plays a crucial role in supporting pupils and ensuring they are ready to learn.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</p>	
<p>Regular, face-to-face opportunities for parents (events, drop-ins and communication) by:</p> <ul style="list-style-type: none"> Providing structured two-way communication to build trust and partnership. Maintaining proactive communication with Pupil Premium families through the Pupil Premium Lead and Pastoral Lead. <p>Pupil Premium Lead and Pastoral Lead to maintain open lines of communication with families and to support as needed.</p>	<p>Rationale and evidence:</p> <p>Strengthening two-way communication to build trust and partnership. Reducing barriers to involvement often faced by disadvantaged families.</p> <p>Lack of parental support and engagement is a key barrier challenge to learning for pupils at Winslow.</p> <p>Our on-going work with our families shows that maximising parental communication and offering support is beneficial to both our children, their families and the wider community.</p> <p>The EEF <i>Working with Parents</i> document, emphasises simple, consistent communication and shared expectations.</p>	4
<p>Young Carers and Nurture Groups (including Bucks Young Carers)</p>	<p>Rationale and evidence:</p> <p>Social and emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.</p> <p>Providing targeted nurture support for pupil premium pupils with caring responsibilities or emotional needs. Reducing hidden barriers such as fatigue, stress or social isolation.</p> <p>The Bucks Young Carers service support our school with a team of support workers, working alongside our Pastoral Lead to tailor their approach to suit the needs of our children.</p> <p>https://carersbucks.org/information-for-carers/young-carers/</p>	2, 3
<p>Continuing to use the Reading Eggs programme to support Pupil Premium children in KS2, linked to provision for our lowest 20% readers in each year group from Year 3 to Year 6.</p>	<p>Rationale and evidence:</p> <p>Pupils eligible for Pupil Premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Online Reading programme accurately assesses children's reading skills and provides a framework for them to catch up key areas of reading (both in and outside of school).</p>	1, 2, 3, 6
<p>Play therapy (1:1) with a qualified specialist.</p>	<p>Rationale:</p> <p>This funded provision offers support for some of our most vulnerable children, offering 'in-house' specialist support; both supporting the families and also the children's academic support.</p> <p>Provides structured, therapeutic intervention for high-need pupils at risk of emotional dysregulation or trauma-related barriers. Enables pupils to process emotions, build self-regulation skills and re-engage with learning.</p>	2, 3

	<p>Improves school readiness, relationships and behaviour for learning.</p> <p>Evidence: Evidence from Play Therapy UK cites that, 'the more severe the problems, the greater the percentage of children showing a positive change. 74% for those with slight/moderate problems, 83% for those with severe problems.' https://playtherapy.org.uk/</p> <p>The EEFs SEL guidance highlights that targeted therapeutic approaches benefit pupils with complex needs when delivered by trained professionals.</p>	
<p>Funded places at The Future Games holiday clubs for our most vulnerable pupils to support families over holiday periods.</p>	<p>Rationale and evidence: These funded places support our most vulnerable families during the different holidays, at times of reduced stability or support. This provision also supports these pupils and boosts their self-esteem. It improves children's wellbeing, confidence and physical activity.</p> <p>The EEF finds enrichment activities improves non-cognitive skills, which correlate with improved academic outcomes.</p> <p>It supports the DfE aims in the <i>Holiday Activities and Food Programme (HAF)</i> around enrichment and safeguarding.</p>	3,4
<p>Financial support for trips, visits and enrichment.</p> <p>Supporting our Pupil Premium children with support for different activities offered by our PTA, FOWS.</p>	<p>Rationale and evidence: Supporting our families in this way means that all pupils have access to these opportunities and benefit from them. It ensure equity of access for all.</p> <p>It improves cultural capital, motivation and curriculum engagement.</p> <p>Financial restraint should not prevent any child accessing extra-curricular activities. <i>'When making requests for voluntary contributions, parents must not be made to feel pressurised into paying as it is voluntary and not compulsory. Schools should avoid sending colour coded letters to parents as a reminder to make payments and direct debit or standing order mandates should not be sent to parents when requesting contributions.'</i></p> <p>DFE Charging for School Activities (2018) https://assets.publishing.service.gov.uk/media/5af99c8ae5274a25e78bbe30/Charging_for_school_activities.pdf</p> <p>Evidence from the EEF states the importance of extracurricular activities and that they are an important part of education in their own right.</p>	4
<p>Christmas support (Staff donations, Winslow Elves and food donations)</p>	<p>Rationale and evidence: Providing targeted festive and food support for the most vulnerable pupil premium families.</p> <p>It reduces seasonal financial stress that may affect children's wellbeing and attendance.</p>	4

	<p>It strengthens relationships and demonstrates community support.</p> <p>It aligns with the EEFs guidance on building strong relationships with families, particularly when addressing wider barriers beyond the classroom.</p>	
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Total budgeted cost: £129, 490

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 key challenges that are preventing our disadvantaged pupils from attaining well are: oral language, vocabulary and expectations. These key areas are now firmly embedded in our school improvement plan and related subject leader action plans.

The gap between pupil premium and non-pupil premium pupils can be seen in the following assessment tables:

EYFS Good Level of Development (GLD)		
	National 2025	School 2025
Whole cohort (41)	68%	63%
Disadvantaged pupils (6)	N/A	50%
Non-disadvantaged pupils (35)	N/A	66%

Phonics results	% meeting Expected Standard	
	National 2025	School 2025
Year 1		
All pupils (45)	80%	80%
Disadvantaged pupils (8)	67%	63%
Non-Disadvantaged pupils (37)	85%	84%

Phonics results	% meeting Expected Standard	
	National 2025	School 2025
Year 2		
All pupils (49)	81%	82%
Disadvantaged pupils (16)	68%	63%
Non-Disadvantaged pupils (34)	85%	91%

KS2 SATS Results 2025: Percentage of pupils achieving expected standard or above.						
	Reading		Writing		Maths	
	Nat 25	Sch	Nat 25	Sch	Nat 25	Sch
Whole cohort (55)	75%	73%	72%	66%	74%	60%
Disadvantaged pupils (19)	71%	63%	59%	37%	54%	47%
Non-disadvantaged pupils (36)	76%	78%	78%	81%	74%	67%

KS2 SATS Results 2025: Percentage of pupils achieving greater depth

	Reading		Writing		Maths	
	Nat 25	Sch	Nat 25	Sch	Nat 25	Sch
Whole cohort (55)	33%	25%	13%	7%	26%	15%
Disadvantaged pupils (19)	N/A	11%	N/A	0%	N/A	0%
Non-disadvantaged pupils (36)	N/A	33%	N/A	11%	N/A	22%

KS2 Reading, Writing, Maths Combined (EXP standard or higher)

	National 2025	School 2025
Whole cohort (55)	62%	49%
Disadvantaged pupils (19)	47%	26%
Non-disadvantaged pupils (36)	69%	61%

KS2 Reading, Writing, Maths Combined (Greater depth)

	National 2025	School 2025
Whole cohort (55)	8%	5%
Disadvantaged pupils (19)	4%	0%
Non-disadvantaged pupils (36)	11%	8%

Our review for the work in 2024/2025 links to the different areas of the intended outcomes in our strategy:

Pupil Premium children making at least expected progress:

Each phase and year group within the school have clear targets for all children to make at least expected progress. Target setting is aspirational for all children, including our pupil premium children.

Our EYFS outcomes show that there is a still a gap between expected progress for our pupil premium and non-pupil premium children. This cohort consisted of several pupils with complex needs. This has then informed our provision as the cohort moves into Year 1 where we have made the strategic decision to continue with continuous provision to further support their needs and next steps in learning.

Our Little Wandle phonics programme continues to be embedded across school and its clear impact was noted in our Ofsted outcomes in the January 2025 inspection. However, there remains a gap between the attainment and progress of our pupil premium and non-pupil premium children which is reflected in the Year 1 phonics data. Our Reading Leader continues to provide regular CPD for all staff and work closely with the DfE White Knights English Hub to ensure we continue to provide fidelity to the programme.

The end of KS2 data shows that a gap remains between our pupil premium children and the non-pupil premium children. This cohort of children has had a large majority of their time in KS1 disrupted by COVID and therefore missed a large part of the early curriculum being taught in school. There were also a significant number of children who were pupil premium and SEND. Several of these SEND children have social and emotional barriers and also behavioural barriers to learning. 11 of the SEND pupils who did not achieve the expected standard were also pupil premium.

A significant part of our school improvement work has been focused on ensuring that our subject leaders are accountable for attainment and progress, leading to improved outcomes for pupils. Each subject leader has sharpened their use of assessment, focusing on clear end points and identifying how their curriculum area is

adapted to meet the needs of all pupils, including the pupil premium children. Our overall assessment policy has been reviewed and approved by governors.

Our English writing journey is now firmly embedded across the school and teachers use our whole school progression documents to support the teaching and learning of reading and writing. Our new English lead and Assistant Headteachers have also worked closely with different year group teams to support with the planning and to provide effective CPD for our staff.

Our Maths leads continue to further shape and develop our maths curriculum by developing and embedding teaching for Maths Mastery across the school. Whole school CPD work has supported teachers to further enhance their teaching and learning which has directly impacted on the outcomes for our pupil premium children. Our non-negotiables in maths has led to a consistent learning environment in each classroom where the working walls are used to support teaching and learning as well as the further development of concrete resources to support children's learning in lessons. Our continued school improvement in assessment has seen the development of our feedback and marking sheets to reflect on the children's learning, diagnose where further support and intervention might be needed and to support teachers with their subsequent maths planning and planning for misconception in maths knowledge and understanding.

Pupil Premium children access a wide range of interventions and classroom adaptations to meet their needs.

A significant proportion of our Pupil Premium funding is still used for targeted academic support through our development of interventions and our work on adaptations to meet all children's needs. Our school improvement work is evidence-based and closely aligns with the recommendations from the Education Endowment Foundation's 'Five-a-day for pupils with SEND – a cluster of adaptive approaches'. This not only supports our SEND pupils but also has had a significant impact on our pupil premium children.

All our pupil premium children have an individual provision map which outlines the support they need to meet their needs and address both their external and internal barriers for learning. These provision maps are monitored and reviewed twice per year and remain as a live working document accessed by all staff. Our Pupil Premium lead has been working closely with teachers to ensure that these barriers are accurately diagnosed and that targeted support is applied effectively.

Our curriculum leaders have developed adapted provision curriculum guides to support teaching and learning in the classrooms. These are used to support our most vulnerable children, including SEND and pupil premium children, with a focus on classroom non-negotiables which must be in place for these learners and the provision which supports their cognition and learning and communication and interaction needs.

Social, emotional and mental health needs of Pupil Premium children:

Our ongoing work to strengthen personal development remains a central element of what we offer at Winslow. It aligns closely with our school values and is an integral part of our distinctive Christian ethos. This focus has enabled our pupil premium children to thrive in our care, having a positive impact on their lives both in school and beyond. Our Mental Health and Well-being Lead continues to work closely and effectively with different year groups, and the Senior Leadership Team, to ensure the needs of our most vulnerable children are being addressed. Young Carers continues to grow and thrive in our school and enables these children to have a voice and it also provides a supportive network in our school for both the children and their families. Furthermore, our strong links with the Bucks Young Carers team, Bucks MHST and Play Therapy organisations ensures that there are a range of professional who work alongside our children to support their needs.

Increased home support, leading to greater parental engagement:

Over the past year, we have continued to further develop our home-school partnerships, offering parents a wide range of opportunities to strengthen parental engagement. Our subject leaders have run phonics and maths information sessions with a follow-up opportunity to visit classrooms to share the learning experience with their

children. We have also held several 'stay and play' and 'stay and read' sessions for parents with children in KS1. These sessions are being more frequently attended by parents, including our pupil premium parents.

We continue to share both our teaching and learning work and other key events via our Class Dojo platform. This has supported the families of our most vulnerable children to have an active presence in our school life in a way which is more accessible to meet some of our parents' needs.

Throughout the school year, we continue to offer a wide range of termly enrichment and extra-curricular clubs. These opportunities allow our most vulnerable children to experience activities beyond the standard curriculum. We have conducted pupil voice surveys to identify which clubs our pupil premium children would most like to attend, and we have worked closely with staff to develop and broaden our club offer in response. We also continue to offer funded places to several of our most vulnerable children so they can attend a holiday club session at our school. These are well received by our families as well.

Increased pupil premium attendance rates

Throughout the year, we have continued to develop our whole-school ethos with a focus on belonging to support children and families to feel connected and valued. We continue to improve our communication with parents about attendance and stress the importance of maintaining regular attendance to support children's learning.

Monitoring of our pupil premium provision maps has led to reviewed provision to address children's barriers for learning and staff have had training on how best to address these needs in order to further support our families.

We continue to monitor the attendance rates for all our children, with a clear focus on our pupil premium children. The Pupil Premium Lead and SENDCo work closely with teachers to determine how best, as a school, we can further support these children and their families to lead to improved attendance. Our whole school 'HERO attendance bear' continues to be a positive incentive for our children and is supporting us to close the attendance gap and to address areas of concern.

Pupil Premium children make clear progress with their reading fluency and comprehension skills

We continue to audit and monitor our phonics provision throughout the school and have worked closely with the DfE English Hub. Our review meeting showed that many positive improvements had been made in the past year. Our LSAs and staff have been regularly trained following a clear CPD cycle and LSAs have received a fortnightly coaching session on effective phonics teaching. Resources have been purchased to fill any gaps and this has enabled each year to run effective phonics sessions.

The Phonics Lead has worked closely with teachers to ensure fidelity of the Little Wandle scheme so that key scripts and mantra are used consistently. All phonics assessments, carried out by the Phonics Lead, have ensured that interventions are taking place and progress could be monitored.

In KS1, reading practice sessions (3x weekly) were changed to ensure all groups have an adult with them to support children's comprehension, fluency development, and vocabulary awareness. The Little Wandle fluency programme (the step after phonics) was rolled out into Year 2 which supports reading speed, accuracy, comprehension and prosody.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths White Rose Hub	White Rose Hub
Enigma Hub	Maths Hubs Engima
Times Tables Rockstars	Times Table Rockstars
MyMaths	MyMaths
Switched On Computing	Rising Stars
Calming Cat interventions	Calming Cat
The Write Stuff	The Training Space (Jane Considine)
Book Talk	The Training Space (Jane Considine)
Accelerated Reader	Renaissance Learning
Vocabulary Ninja Word of the Day	Vocabulary Ninja
Little Wandle	Little Wandle
Big Cat Reading and Intervention books	Collins Big Cat
Teaching WalkThrus	Tom Sherrington Teaching WalkThrus

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A