

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	The Winchcombe School
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	74 pupils (17.09%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Betts
Pupil premium lead	Jo Brisland
Governor / Trustee lead	Liam Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,125
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108,125

Part A: Pupil premium strategy plan

Statement of intent

At The Winchcombe School, our ambition is that all pupils, regardless of their background or the challenges they face, continually improve, make good progress and achieve across all curriculum areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above Age Related Expectations.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching and learning is embedded across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and consistent processes, not in assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Further develop an ambitious and connected curriculum that supports and challenges all learners
- Ensure disadvantaged pupils are challenged in their learning
- Develop task design to aid formative and summative assessment. Ensure that feedback identifies and closes misconceptions and gaps in learning
- Adopt a whole school approach in which *all* staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve
- Further develop provision for PP pupils and pupils with SEND by ensuring that all are encouraged to think and act independently of an adult
- Further develop staff members' understanding and practice of evidence-informed, high-quality and adaptive teaching; – looking at the impact of strategies on pupils' long-term understanding and retention of knowledge.

Challenges

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

Challenge number	Detail of challenge
1	Phonics/Writing Our assessments demonstrate that pupil premium children entering in KS1 and sometimes KS2 have greater difficulties with phonics than their peers. This often negatively impacts their development as readers and writers.
2	EYFS Baseline data shows that PPG children enter school with a lower understanding in English and Maths than non-PPG pupils.
3	Emotional Resilience Our internal assessments (observations and discussions with pupils and families by our Family Support Workers) have identified social and emotional issues for many of our pupils: low self-esteem, attachment disorder, anxiety, ACEs and social-communication difficulties are amongst these. These challenges particularly affect the intrinsic motivation and learning behaviours of PP children, resulting in lower attainment.
4	Poor attendance of pupil premium children Monitoring shows that the attendance of pupil premium children is lower non-PPG pupils by an average of 6%. PPG pupils are currently 90.2% attendance vs 96.6% non-PPG

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
What we want Disadvantaged Pupils to achieve?	How we are going to determine/measure success or steps towards success?
PP pupils to make expected progress in phonics.	<ul style="list-style-type: none"> PP (non-SEN) pupils to have passed the phonics screening check by end of KS1 <p>Year 1 = 75% pass Year 2 retake = 100%</p> <ul style="list-style-type: none"> Embedded Floppy's Phonics in FS2 and KS1 Implement intervention strand of floppy phonics Half termly tracking of pupil progress related to phonics
PP pupils to achieve Expected in reading at the end of EYFS, Year 2, Year 4, Year 6	<ul style="list-style-type: none"> 50% of PP pupils (non-SEN PP) achieve Expected in reading.
PP pupils to achieve Expected in writing at the end of EYFS, Year 2, Year 4, Year 6	<ul style="list-style-type: none"> 50% of PP pupils (non-SEN PP) achieve Expected in writing.
PP pupils to achieve Expected in maths at the end of EYFS, Year 2, Year 4, Year 6	<ul style="list-style-type: none"> 50% of PP pupils (non-SEN PP) achieve Expected in maths.
<p>Family Support Workers are up-skilled in supporting PP pupils and their families</p> <p>Levels of parental involvement are improved</p> <p>Children are ready to learn at the start of lessons</p> <p>Teachers use scaffolding techniques, modelling and enrichment resources to effectively support learning</p>	<ul style="list-style-type: none"> 20% of PP pupils participating in therapy with Family Support Workers: Draw and Talk, sand therapy, building blocks and MHST. 100% of PP parents attending parent consultations with Family Support Workers 100% of PP pupils completing home learning 100% of PP pupils attending extra-curricular clubs 100% of PP pupils attending school in the correct uniform Monitoring shows an improvement in levels of parental involvement throughout the year Monitoring shows an improvement in children's readiness to learn Teacher strategies promote positive outcomes in terms of engagement, progress and attainment
Attendance for PP pupils is in line with non-PP pupils.	<ul style="list-style-type: none"> PP pupils' attendance will increase from 90% - 95%. Monthly meetings for all PP parents where attendance is below 95% with Family Support workers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £52,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PPG Lead and Co-ordinator to support teachers in the identification of gaps and misconceptions and to evaluate and monitor the use of adaptive teaching strategies and high-impact interventions in classes</p> <ul style="list-style-type: none"> - <i>Pupil progress meetings after data drops</i> - <i>Termly meetings with teachers to write/review SAPS</i> - <i>Observations</i> 	<p>The EEF high-quality teaching research report.</p> <p>This is essential so that we have a whole school overview of the challenges. All teachers are aware of the disadvantaged pupils in their class. Teachers are well-informed and can identify how best to support their PP pupils. Practice is underpinned by evidence.</p>	1, 2
<p>Inset day, professional development sessions and team meetings</p> <p>Development of high-quality teaching and learning behaviours through CPD, instructional coaching and monitoring.</p> <ul style="list-style-type: none"> - EBSA - Improving writing across the school - Adaptations - Use of bsquared for assessment and planning - ELKAN training for EYFS teachers 	<p>The EEF states that CPD should be top priority for Pupil Premium spending.</p> <p>The EEF high-quality teaching research report states that high-quality teaching is the most powerful way to improve pupil attainment.</p>	1, 2
<p>Consistent teaching of phonics across KS1, focusing particularly on this group and providing additional interventions as needed using floppy phonics programme.</p> <p>CPD for all school staff on Floppy's Phonics</p>	<p>DFE (Validation of systematic synthetic phonics programmes)</p> <p>Investment into a new phonics scheme was taken to support the EEF's Teaching and Learning Toolkit's assertion that quality systematic synthetic phonics approaches have a positive impact on the development of early reading skills.</p>	1
<p>CPD opportunities for HLTAs and LSAs on:</p> <p>WalkThrus</p> <p>Phonics</p> <p>Oracy</p> <p>ASD/ADHD</p>	<p>EEF research into high quality teaching and best interventions: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the targeted use of technology (EEF, 5 a Day)</p>	1, 2

Widgets Adaptations		
Providing arts-based enrichment activities: steel pans and guitar sessions.	The EEF states that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. However, it is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond Maths or English outcomes.	3
Apprenticeship Levy - Level 3 Early Years Teaching Assistant training	The EEF states that Teaching Assistants (TAs) often play an essential role in supporting a growing cohort of pupils with SEND, including pupils with higher levels of need. TA's will have the most impact if they have the right level of training to carry out their role. The Level 3 Early Years Training gives staff the knowledge and confidence they need to support the development of children.	1, 2

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

Budgeted cost: £6699

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources		1,2
1:1 social skills support - Teaching assistant support at lunchtime to support individual pupils with their social skills and social interactions with other children in their year group e.g. teaching playtime games, initiating play with a friend, solving conflict.	Some children are unable to develop these skills independently and require support to learn these skills. Supporting them in the moment has proven to be a more successful strategy in developing these skills and retaining strategies long term.	3
1:1 extra-curricular activity - Drumming	Children who are exposed to wider learning experiences have a better understanding of the world. Increased exposure to opportunities allows for higher aspirations.	3

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

Budgeted cost: £48,647

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further training for Family Support Workers and teachers on therapy interventions for pupils and parents.</p> <p>Identifying and offering early pastoral support for families and pupils including:</p> <ul style="list-style-type: none"> • Monthly meetings with PP families • Monthly Coffee mornings with visitors and specific focus. • Daily emotional interventions and check-ins with pupils during the school day • Learning workshops • Food bank <p>Liaising with external agencies to arrange additional support for both families and pupils as required.</p>	<p>The EEF states that levels of parental engagement are consistently associated with improved academic outcomes. It is crucial to consider how to engage with parents to avoid widening attainment gaps. Schools should consider how to tailor school communications to encourage a positive dialogue around teaching and learning.</p> <ul style="list-style-type: none"> • School based evidence over a number of years indicates that ELSA, Emotional Health Academy and MHST support have a positive effect on pupil's self-confidence and self-esteem. • EEF research shows that social emotional literacy-based interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. This can result in up to 4 months additional progress in attainment. • A Therapeutic and holistic approach to behaviour helps to support and promote self-regulation and emotional health 	<p>3, 4</p>
<p>Weekly Monitoring attendance by Family Support Workers.</p> <p>Monthly meetings with PP parents where attendance is below 95%</p>	<p>The 'Every Day Counts' report and government Education Hub tells us that every day of attendance counts and contributes to students' learning. Academic outcomes are enhanced by maximising attendance in school.</p>	<p>4</p>
<p>Offering Breakfast Club, free of charge for PP pupils. Pupils identified and invited by Family Support Workers</p>	<p>The 'Magic Breakfast Report' (2022) stated that hunger impacts attainment, attendance, and behaviour in class and that providing a free breakfast club is a positive way for schools to tackle this.</p>	<p>3, 4</p>
<p>Ensuring PP pupils have access to educational visits and extra-curricular activities. For example, this year: Residential trips year 6 and year 4, Swimming lessons.</p>	<p>Increased physical activity is linked to improved mental health and attainment levels.</p> <p>Sutton Trust Teaching and Learning toolkit shows that sports participation supports additional progress. Participating in sports and physical activity is likely to have wider health and social benefits. Recent evidence from the UK shows that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme.</p>	<p>3</p>

Total budgeted cost: £108,125

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.

Intended outcome	Success criteria & Review
What we want Disadvantaged Pupils to achieve?	How we are going to determine/measure success or steps towards success?

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
N/A	