



Windale Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	N1 – Y6: 188 R – Y6: 158
Proportion (%) of pupil premium eligible pupils	38%
Year of the three-year plan	1 (started September 2025)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Katie Geran-Haq
Pupil premium lead	Katie Whiteley
Governor / Trustee lead	Nicky Laird

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (01.04.25 - 31.03.26)	£105,650.00
Recovery premium funding allocation this academic year	£0
Total budget for this academic year (01.04.25 - 31.03.26) <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>	£105,650.00

Part A: Pupil premium strategy plan

Statement of intent

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

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

High-quality teaching is at the heart of our approach at Windale Primary School. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit children who are not eligible for pupil-premium 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 have a clear understanding of how we believe lessons should be taught and we provide a focussed, researched-based CPD offer for all staff to ensure this is achieved. We use diagnostic data analysis to identify where pupils require support and we use research, best practice and our experience to provide this in a targeted manner.

We believe staff and pupil relationships are key to pupil wellbeing, attendance and academic performance. We therefore use research-based approaches to promote positive, restorative, trauma informed, predictable interactions between staff and pupils. We also have a range of nurture, welfare and inclusion resources available to our most vulnerable pupils and families.

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

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff form relationships and take responsibility for disadvantaged pupils' outcomes to raise expectations of what they can achieve
- use research and rigorous diagnostic assessment, not assumptions, to identify our pupils' challenges and carefully select a narrow range of activities to address these.

Challenges

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

Challenge number	Detail of challenge
1	<p>Early language and Language development: 2024 GLD data clearly demonstrated that Communication and Language was a barrier to a higher proportion of our pupils achieving GLD by the end of EYFS as Communication and Language elements thread throughout all areas of learning and development. Out of the 35% of pupils who did not achieve GLD, 6 children (25%) did not achieve Early-Learning Goals in Speaking, with 6 children (25%) not achieving an Early-Learning goal in Listening and Attention.</p> <p>Curriculum quality assurance of Wider Curriculum for 2024-2025 indicated that vocabulary retention and usage by children across KS1 and KS2 was low in all subjects. We must also ensure that our disadvantaged pupils do not suffer an educational deficit by not having the pre-requisite vocabulary knowledge, to access a lesson or topic.</p> <p>Voice 21 benchmarks indicated the areas for improvement amongst teachers should be:</p> <ul style="list-style-type: none"> • Having a sustained and wide-ranging curriculum for oracy, with suitable planning that build progress • Recognising oracy as central to learning • Being accountable for the impact of oracy • Supporting a diverse group of children to develop oracy (including shy / anxious and children with EAL) <p>Amongst children, the following require input:</p> <ul style="list-style-type: none"> • Enjoyment of speaking in front of the class • Talking with classmates as a good way to learn

	<ul style="list-style-type: none"> Teachers helping with speaking and listening 						
2	<p>Reading: Summative reading assessments throughout the year groups indicates a gap between outcomes of those eligible for pupil premium and those who are not. Pupil Survey outcomes also highlighted the low uptake in reading at home for pleasure and engagement of parents in reading at home.</p> <p>Writing: 2025 data in EYFS, KS1 and KS2 highlighted discrepancies in outcomes between those eligible for Pupil Premium and those not, especially for those eligible for PP and also on the SEND register. Pupil Survey outcomes also highlighted the low uptake in writing at home for pleasure and engagement of parents in writing at home, this was lower for children eligible for Pupil Premium.</p>						
3	<p>Attendance: our overall attendance in 2024/25 was risen to 92.4% (whole school) and 94% (compulsory-aged), both of which are below the national target of 95% and the schools' own target of 95%. Our Pupil Premium attendance in 2024-2025 was 0.59% below those not eligible for pupil premium for the whole school, and 1.89% below for compulsory-aged children.</p> <p>Absences were most notable in those eligible for Pupil Premium for illness of the child, sibling and the adults and adult mental health. Parental voice indicates that alternative supervision options around the children is not often possible due to social isolation.</p>						
4	<p>Engagement: to enable everyone to aim high and be the best they can be, we must ensure all pupils are fully able to engage in their learning, with no learning disrupted by low level behaviour either during the lesson or from break times. The pupil survey in November 2024 indicated that 54% of pupils thought pupils behaved well in our school and 65% of staff held the same view.</p> <p>Behaviour analysis (2024-2025) indicated that 34 children eligible for pupil premium were involved in behaviour incidents, compared with 39 children who were not eligible for pupil premium.</p>						
5	<p>Personal development: we must provide equity in our curriculum and extra-curricular offer to ensure all pupils have the same opportunities, responsibilities and experiences and leave our school with the same cultural capital as their peers. In 2024-2025:</p> <table border="1" data-bbox="472 1125 2018 1385"> <thead> <tr> <th></th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Trips and Residential</td> <td>48% of children who went on a trip were eligible for PP, so proportionally more PP children go on trips than non.</td> </tr> <tr> <td>Engagement with the club offer</td> <td>36% of children who engaged with a club were eligible for pupil premium 2% of children who were eligible for pupil premium did not engage with a club.</td> </tr> </tbody> </table>		Pupil Premium	Trips and Residential	48% of children who went on a trip were eligible for PP, so proportionally more PP children go on trips than non.	Engagement with the club offer	36% of children who engaged with a club were eligible for pupil premium 2% of children who were eligible for pupil premium did not engage with a club.
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	<p>Leadership Teams</p>	<p>100% of children who were eligible for pupil premium were part of a leadership team.</p>	
<p>We must also ensure that our disadvantaged pupils do not suffer an educational deficit by not having the pre-requisite vocabulary knowledge, skills or experiences to access a lesson or topic.</p>			

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 oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny, curriculum quality assurance and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2025/26 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 5% and there will be a narrowing gap in attendance for our children eligible for pupil premium, with there being no gap by the end of 2028. - The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no lower than their peers.

<p>Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities.</p>	<p>Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from planning documents and lesson resources, pupil voice, teacher voice and lesson and curriculum quality assurance indicate that children have the pre-requisite vocabulary knowledge, skills or experiences to access a lesson or topic. - A continued increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, and all school trips offered during the academic year. There continues to be engagement from 100% of children eligible for pupil premium participating in children’s leadership teams.
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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: £ 52,825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of WellComm speech and language toolkit to assess, track and support early language development. We will provide staff time and CPD so the</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

<p>toolkit can be implemented.</p> <p>CPD and funded peer support to embed high quality adult/child interactions in the early years and to enhance our language rich learning environments.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/ coaching/collaborative planning with teachers</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>WELLCOMM is a well-recognised programme to improve children's language</p> <p>https://eprints.whiterose.ac.uk/id/eprint/210814/</p> <p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p>	
<p>Fund Voice 21 CPD; access to online training portal and staff training for staff across all age groups</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>

<p>Explore the introduction of Voice 21 academic support</p> <p>Explore how oracy and the impact of improved oracy can be assessed and tracked a</p> <p>Ensure every child has a public speaking opportunity at some point in the school year.</p>	<p>There is a plethora of evidence to support the approach of Voice 21 in improving oracy to improve outcomes across the curriculum:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Oxford_Science.pdf?v=1630926003</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.tandfonline.com/doi/abs/10.1080/10986065.2021.1990744?journalCode=hmtl20</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english#spoken-language</p> <p>The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills.</p> <p>Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase replacement materials and release staff and develop leadership to support the development and embedding of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils.</p> <p>Partially fund a TLR for a middle leader to lead Early Reading</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reducing class size Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>“Fluent readers demonstrate automaticity in recognising words, allowing them to focus on comprehension and deeper understanding of the content.” EEF</p> <p>https://educationendowmentfoundation.org.uk/reading-house/fluency</p> <p>Ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Professor Timothy Rasinski of Kent State University USA, in EEF blog</p>	<p>1, 2, 4, 5</p>

<p>and Phonics across the school.</p> <p>Early Reading and Phonics leader / RWInc coordinator provide daily and weekly coaching and training for staff at all levels.</p> <p>Regular External Training led by experienced RWInc consultant at least 3 x a year for staff across the school</p> <p>Partially fund RWI development days used to support leads, provide training, monitor standards and track data.</p> <p>Partially fund access to the RWInc Portal and assessment and analysis software</p> <p>Partially fund Reading Cloud to encourage access to reading with others at home.</p>	<p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p>	
<p>Whole school approach and staff CPD on Conscious Discipline</p>	<p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	<p>3, 4</p>

<p>will support staff developing positive relationships with all pupils.</p> <p>Partially funding Team Teach Training to ensure staff are confident and effective in de-escalating dysregulation in children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The EEF recognises the benefits of social and emotional learning, with those universal SEL, such as Conscious Discipline and Team Teach, having the greatest impact on academic progress. For SEL interventions, such as ELSA, the research suggests the impact on academic progress is lower than the universal approaches, but the overall impact is still positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Fully engage with P80+ Disadvantaged project and upcoming actions, resources and CPD</p> <p>Staff training on lesson structure (through T&L handbook and instructional coaching) with vocabulary instruction or pre-teaching at the start of a lesson or unit.</p>	<p>Key strategies which CPD will be focussed upon evidence a positive impact on children eligible for pupil premium and are based upon the EEF's recommendations.</p> <p>https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p> <p>https://evidencebased.education/resource/pupil-premium-strategy/</p> <p>Rosenshine's Principles https://www.aft.org/sites/default/files/Rosenshine.pdf indicate the methods used by masterful teachers that have a positive impact on all pupils. These are condensed into the Windale structure of a lesson to aid staff in implementing the strategies across all subject areas.</p> <p>Staff CPD will use the mechanisms https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development to ensure impact is felt.</p>	<p>1, 2</p>

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

Budgeted cost: £26,412.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Staff receive training on the use of Reading Cloud. Families and children are introduced to Reading Cloud in a supportive manner. Use of Reading Cloud at home for the lowest attaining 20% is monitored.</p> <p>Targeted interventions for bottom 20% of readers and phonics.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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:</p>	<p>1, 2</p>

<p>Fluency explicitly taught then assessed and tracked termly. Data used to identify progress of pupils and provide support where required.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Identify the skills, knowledge or experiences that a pupil will need at the start of a unit of work. Provide these in advance where required through trips, visitors or interventions such as precision teaching.</p> <p>An enhanced curriculum, included trips and visitors to school will provide pupils with exposure to new skills and experiences.</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson.</p> <p>https://researchschool.org.uk/unity/news/levelling-the-playing-field</p> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea</p> <p>Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure</p>	<p>3, 4, 5</p>
<p>Partially funding ELSA sessions and ELSA supervision for children who need additional emotional literacy support.</p>		<p>3, 4, 5</p>

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

Budgeted cost: £26,412.50

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Attendance team provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Attendance team to track and analyse pupil premium attendance to identify patterns and barriers in attendance</p> <p>Attendance team to run contract meetings with</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p>	<p>3</p>
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<p>parents of pupils who are persistently late or absent</p>		
<p>Resources to be used by children at play times will lessen behaviour incidents for all.</p>	<p>Internal data indicates that unstructured play times are when most behavioural incidents occur. Evaluations of play times include the need to trained staff, equipment and imaginative use of space and resources.</p> <p>https://dev.webwisehosting.co.uk/opal/wp-content/uploads/2024/11/supporting-school-improvement-through-play-1.pdf</p>	<p>3, 4, 5</p>
<p>Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations</p> <p>Partially funding</p>	<p>There is a substantial body of research evidence to suggest that young people’s social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p> <p>Maslow’s Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p> <p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps McCrea, Motivated Teaching:</p> <p style="padding-left: 40px;">Run routines Make the <i>process</i> of learning easy, whilst keeping the <i>content</i> of learning challenging; script chains and cues; stick with it</p> <p>Conscious Discipline outlines the importance of routines in the feeling of safety and belonging.</p> <p>https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/</p>	<p>3, 4, 5</p>

<p>trips and extra-curricular activities for all year groups.</p> <p>Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision.</p> <p>Breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported.</p>	<p>The OFSTED framework recognises the importance of strategically planned enhancements to the curriculum, that are accessible to all. https://www.gov.uk/government/publications/education-inspection-framework</p> <p>Research from the EEF recognises the impact of adventuring on academic achievement alongside personal development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p>	
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<p>Continued provision of high quality safeguarding CPD for all staff.</p>		
<p>Partially funding membership to Cradle to Career to work alongside other professionals in the community to reduce social isolation of families and increase social aspirations</p>	<p>Cradle to Career programmes have improved prospects for individuals within communities. The support of a school as a focal point in the programme is documented as increasing the impact for individuals https://news.exeter.ac.uk/wp-content/uploads/2025/01/2024EEG235-South-West-Social-Mobility-Commission-c2c-report-v6.pdf</p> <p>Mental Health Support Teams are based in schools and support families in their local community, providing ongoing pathways when required. The accessibility to this level of expertise and the service provided has positive impact on children’s development. https://www.england.nhs.uk/mental-health/cyp/trailblazers/#:~:text=Establishing%20Mental%20Health%20Support%20Teams,improve%20access%2C%20outcomes%20and%20experience.</p> <p>https://www.gov.uk/government/publications/transforming-children-and-young-peoples-mental-health-provision</p> <p>https://assets.publishing.service.gov.uk/media/5b583d30ed915d0b6985cc21/government-response-to-consultation-on-transforming-children-and-young-peoples-mental-health.pdf</p>	<p>1, 2, 3, 4, 5</p>

<p>for children.</p> <p>Support families' mental health through engagement with MHST using school resources including staff time.</p>		
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £105,650.00

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Year	Reading	Writing	Maths	Combined
	% gap	% gap	% gap	% gap
1	-14%	+8%	+2%	-12%
2	-9%	-29%	+1%	-30%
3	-18%	+10%	+3%	+10%
4	0%	-13%	-25%	-7%
5	-2%	-3%	-3%	+4%
6	0%	0%	-7%	-5%

The end of KS2 assessments for 2024-2025 were above national average in each of the 3 core subjects and in the subjects combined. Whilst Year 6 only had a gap between PP and non-PP in Maths, the other year groups had gaps in which children eligible for PP achieved lower than those not eligible. In Year 2 Writing and Year 3 Maths, these discrepancies were sizeable. However, there are also areas in which children eligible for PP are achieving better than those not eligible for PP, such as Writing in Year 1 and 3.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that PP attendance is below that of non-PP and 54% of Persistent Absentees by the end of the year were eligible for pupil premium.

56% of the children with a TAF / CIN / CP were children eligible for PP.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, but improvements have been made in their academic performance.

Our evaluation of the approaches delivered last academic year is here:

Using previous challenges:

Challenge 1 – Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.

These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

Staff training on WELLCOMM (in EYFS) and oracy techniques such as exploratory talk led to these approaches being used across continuous provision (in EYFS) and a variety of subject areas in KS1 and KS2. Across school, more opportunities were raised to practise oracy techniques, such as drama, Performance Assemblies and assemblies to parents.

Pupil voice from across the school indicated that children were more comfortable voicing their opinions and articulating ideas across subject areas. Weaknesses were still found for individuals and in presenting orally to larger groups.

Windale Primary School moved from using the assessment tool of NELI to WELLCOMM, which has supported inclusive provision in all Early Years environments and practice. Children identified as working below age related expectations for their speech and language development received individualised support (1:1 NELI sessions) or WELLCOMM activities embedded throughout the environment and within all interactions. An audit of children requiring speech and language support was conducted and referrals to appropriate professionals were prioritised. Windale will be implementing Voice 21 from October 2025 to further support the oracy work that has started.

Challenge 2 - Number and writing skills for children in Nursery and Reception are lower for disadvantaged children than for other children. This slows progress in subsequent years.

Year	Writing	Maths
	% gap	% gap
Reception	-5%	-21%
1	+8%	+2%
2	-29%	+1%
3	+10%	+3%
4	-13%	-25%
5	-3%	-3%
6	0%	-7%

Gaps in Writing and Maths have increased in some year groups and decreased in others. This indicates that some children eligible for PP are accessing lessons and improving their number and writing skills to catch up with peers, whilst others are not yet able to do this. School leaders are working with teachers to improve the number and writing skills of the children on an individual basis

using Pupil Progress Meetings and approaches such as pupil conferencing for Writing and ensuring a range of conceptual and procedural variation in the fluency of Maths. Children were also targeted in KS1 and KS2 for tutoring through Quest for Learning. The attendance of individual children is also carefully monitored to ensure the best possible access to the curriculum.

Challenge 3 – Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

In the phonics screening check in Summer 2024, the gap between those eligible for Pupil Premium and those not eligible for Pupil Premium was 2.8%, with those who are not PP achieving higher. This indicates that the gap is closing in Phonics. Overall reading data (word reading and comprehension) in Year 1 was still higher for those not eligible for PP. A focus on fluency of reading is now in place to increase comprehension. Windale invested in RWInc development and coaching last academic year which has had a positive impact on the delivery of phonics teaching.

Challenge 4 - Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations across the core curriculum of Reading, Writing and Maths; with children not achieving national expectations by the end of KS1 and KS2.

See data above. By the end of KS2, in Reading, Writing and Maths there was no gap between those eligible for PP and those not eligible.

Challenge 5 - Our attendance data over the last 5 years, indicates that attendance among disadvantaged pupils has not been consistent and at times has been lower than for non-disadvantaged pupils.

87% of the persistent absentees were eligible for pupil premium funding. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

By the end of 2024-2025, 54% of persistent absentees were eligible for pupil premium funding. This is a reduction of 33% but still proportionally higher than those who are not eligible for pupil premium funding. An attendance lead was skilled up to support with the analysis of data, establishing parent contracts, building relationships with key families and multi-agency professionals. This has impacted positively on children's engagement.

Challenge 6 - Our internal monitoring indicates that disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subject areas.

Data from end of 2024-2025 (% of children on track for ARE):

	<i>PP and SEND</i>			<i>Non- PP and Non-SEND</i>			<i>Gap</i>		
	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
Year 1	33.3%	33.3%	66.7%	78.6%	71.4%	85.7%	-45.3%	-38.1%	-19%
Year 2	40%	0%	40%	66.7%	66.7%	66.7%	-26.7%	-66.7%	-26.7%
Year 3	66.7%	0%	0%	50%	16.7%	33.3%	+16.7%	-16.7%	-33.3%
Year 4	50%	25%	50%	100%	80%	100%	-50%	-55%	-50%
Year 5	25%	0%	25%	90%	70%	90%	-65%	-70%	-65%
Year 6	66.7%	55.6%	55.6%	100%	100%	100%	-33.3%	-44.4%	-44.4%

Data analysis clearly indicates there is still a significant gap between children who are eligible to PP and who have SEND and the rest of the cohort, however in some classes this is not statistically significant because of the number of children. This will continue to be a focus for 2025-2026 and strategic initiatives such as Voice 21 are being implemented to support core learning skills in the hope that it will greater support children to access the curriculum.

Challenge 7 - Our assessments, monitoring and discussions with our children who are eligible for pupil premium funding, their families and the staff who work with them, suggest that, historically, disadvantaged children have been less likely to participate in enrichment activities which develop their character and expose them to cultural capital.

Monitoring of clubs, trips and leaderships teams indicated a higher than proportional uptake of these by children eligible for pupil premium funding. This exposure is due to increase further in 2025-2026 with more events and an emphasis on increasing engagement of families and carers of those eligible for PP.

Challenge 8 - Our monitoring of family engagement and participation indicates that the families of disadvantaged children do not engage as well in supporting their children’s learning, in comparison to their peers.

Monitoring of parents’ evenings across Reception –Year 6 in 2024-2025 indicated an increase of engagement across all year groups but with fewer parents of children eligible for PP attending in almost all year groups:

Year group	PP vs non-PP gap
Reception	-2%
1	2%
2	-2%
3	-22%
4	-6%
5	-7%
6	-2%

When compared to the attainment gap, there does not appear to be a significant correlation between engagement of parents and academic outcomes over the year groups.

Although no numerical data was gathered from events such as class assemblies and celebrations such as Eid Party, Christmas Fayre and Sports Day, qualitative data suggests that families of children eligible for PP were as present as the rest of cohort.

Externally provided programmes

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

Programme	Provider
<ol style="list-style-type: none">1. Times Table Rock Stars2. Wellcomm3. CPOMs4. RWInc5. Sonar6. Arbor7. White Rose Maths	<ol style="list-style-type: none">1. Maths Circle Ltd2. GL Assessment3. Raptor Technologies4. RWInc5. Juniper6. Arbor7. White Rose

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)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.