



Pupil premium strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024/25 to 2026/27 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	620
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	January 2025
Date on which it will be reviewed	January 2027
Statement authorised by	David Booth
Pupil premium lead	David Booth
Governor / Trustee lead	Beth Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,885
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£240,885



Part A: Pupil premium strategy plan

Statement of intent

At Winston Way Academy, we are committed to ensuring that all pupils make good progress and achieve their full potential across all subject areas. Our pupil premium strategy aims to support disadvantaged pupils to be the best they can be through quality-first teaching and targeted interventions.

Research from the Education Endowment Foundation (EEF) shows that high-quality teaching has the greatest impact on closing the disadvantaged attainment gap. Therefore, our approach focuses on the areas where disadvantaged pupils require the most support.

We have a robust process that begins with assessment and analysis to identify gaps in learning. This is followed by structured changes to curriculum pedagogy and scaffolding learning to maximise pupils' accelerated progress. Additionally, we believe in nurturing the whole child, with a particular emphasis on promoting mental health awareness and the explicit teaching of social and emotional skills.

To ensure the effectiveness of our strategy, all staff take responsibility for disadvantaged pupils and maintain high expectations of their potential achievements.

By following these evidence-based strategies, we aim to create an effective and supportive learning environment that enables all pupils to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Oracy development due to high mobility and number of EAL
2	Attainment in reading, writing and phonics
3	Parental engagement and support
4	Attendance
5	Pupil's wellbeing and personal development

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 speaking and listening skills in EYFS	EYFS communication and language skills outcomes from 2026/27 to be in line with national expectations
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2026/27 to be in line with national expectations.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Improved writing attainment for disadvantaged pupils at the end of KS2.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	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 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced



	<ul style="list-style-type: none">the percentage of all pupils who are persistently absent being below 10%
Improved parental engagement and support	Increased parental involvement in half termly parent workshops, weekly homework and parent consultation
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none">qualitative data from student voice, student and parent surveys and teacher observationsa significant reduction in bullying and behavioural incidents and an increase in pupils using self-regulating strategies
To promote the personal development of pupils	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Impact reports on use of the Thrive Approach	1
To embed the DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EE The EEF guidance is based on a range of the best available evidence EEF metacognition and self-regulation Collaborative learning approaches Principles of Instruction by Barak Rosenshine	2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas,	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in	4



consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time	delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.	The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Preparing for Literacy – EYFS	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) WellComm Flash Academy to support EAL Attainment pupils: Accelerating English Proficiency	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 RWI impact report	2



Targeted reading and writing intervention for disadvantaged pupils	Literacy Pirates impact report shows that it has a track record of boosting children's reading and writing skills. http://literacypirates.org/impact-report	2
To complement high quality teaching with carefully selected small group and one-one support	Use of speech and language therapist for targeted support. Redbridge Speech and Language RCSLT Report Alternative Provision SALT appointed (coming 1 day a week across the school). WellComm across EYFS	1
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Impact reports on use of the Thrive Approach EEF Report: Improving Social and Emotional Learning EEF Report Development of behaviour routines & structures	5
Free school clubs for PP children	Free clubs offered to PP children for a term including breakfast club	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. All pupil's attendance for this academic year so far from 1/09/2025 till today (15/12/2025) has improved compared to last year. PP children is 96.19% whilst the overall school attendance excluding nursery is 96.3%	4
Increase parental engagement in children's learning.	The EEF Parental Engagement – Evidence review paper emphasises the impact parental engagement can have on pupil outcomes. Working with Parents to Support Children's Learning Use of Family Thrive to support parents with their child's social and emotional development. Family Thrive sessions launched and receiving positive feedback from parents	

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance.	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	3



Participation in United Learning's Attendance project – action: involve teachers in contract meetings.	to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Attendance officer to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance	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.	
Attendance officer to run contract meetings with parents of pupils who are persistently late or absent		
Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations	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 Run Make the process of learning easy, routines whilst keeping the content of learning challenging; script chains and cues; stick with it Conscious Discipline: MAPs https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/	4
Contingency fund for acute issues	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.	All

Externally provided programmes

Programmes	Programme Provider
RWI	Ruth Miskin
Flash Academy	FlashAcademy
SATs Companion	SATs Companion & Mirodo
Mirodo	SATs Companion & Mirodo
Purple MASH	2 Simple
TTRS	Maths Circle Ltd



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Part of United Learning

NumBots	Maths Circle Ltd
Oxford Owl	Oxford University Press
Literacy Pirates	Literacy Pirates Limited
WellComm	GL Assessment



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.