

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wintringham Primary Academy
Number of pupils in school (Numbers as of 1/10/24) (Number as of 6/10/25) (Number as of 15/9/26)	Funded: 126; 228; 283 Current: 227 (R-Y6); 284 (R-Y6); 333 (R-Y6);
Proportion (%) of pupil premium eligible pupils (Numbers as of 1/10/24) (Number as of 6/10/25) (Number as of 15/9/26)	Funded: 30.2% (38 children); 29% (66 children); 23.7% (67 children) Current: 27.3% (62 children); 23% (68 children); 22.2% (74 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025, October 2026 and October 2027
Statement authorised by	Tracy Bryden
Pupil premium lead	Tom Anns
Governor / Trustee lead	Lara Davenport-Ray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,240; £99,990; £103,850
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	£56,240; £99,990 ; £103,850

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across the broad spectrum of subjects covered in the primary curriculum, including, but not limited to reading, writing and mathematics as well as personal development including attendance and punctuality.

How will this be achieved?

- Quality first teaching is paramount.
- Barriers to learning are identified.
- Research and evidence-based practices are utilised across the school.
- Targeted support is offered to pupils linked to academic progress, social, mental and emotional wellbeing, behaviour and attendance.
- Family engagement and support is prioritised.

The Wintringham Primary Academy follows the tiered approach to pupil premium spending.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Language skills
3	Life experiences
4	Parental support and aspiration
5	General wellbeing, focus and readiness to learn

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
Children to make the same progress as their peers in reading, writing and maths	The progress data for children eligible for pupil premium funding is the same or better than that of their peers in reading, writing and maths.
Children to close the attainment gap between them and their peers in reading, writing and maths	The attainment gap between those eligible for pupil premium funding that their peers in reading, writing and maths decreases each year.
Parents and the school to work collaboratively to support children	Children eligible for pupil premium funding will access the same provision as their peers and parents are supported through engagement with the school.
Children to access a range of life experiences	Children eligible for pupil premium funding attend trips and experiences offered by the school, providing them with a wider range of life experiences.
Children to develop their language skills	The attainment and progress for children eligible for pupil premium funding is the in line with that of their peers.
Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn.

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: £20,040; ~~£35,400~~; £37,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular CPD for all staff using evidence-based approaches led by both external professionals and those within the school and wider Trust	The EEF Guide to The Pupil Premium states that: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' FFT research shows that one of the most effective strategies for pupils is high quality teacher input. The EEF's Attainment Gap Report, it is stated that 'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.'	1, 2
Small Group Intervention	EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.' Alongside this, EEF research found that 'reducing class size appears to result in around three months' additional progress for pupils, on average.' EEF recommends that schools should 'use structured interventions to provide additional support' when pupils need to catch up' whilst also stating in their Attainment Gap Report that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'	1, 2

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

Budgeted cost: £16,000; £21,000; £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted analysis and monitoring of children's specific gaps and planned teaching of specific needs	EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.'	1, 2
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into (+3 months).	1, 2, 4
EdShed, Maths.co.uk and TT Rockstars/NumBots, Widgit	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	1, 4
Number Sense	'The Number Sense Maths programmes are informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency in multiplication facts.' As quoted by the Number Sense research overview.	1, 2
NELI and ELKLAN	The EEF toolkit states that 'studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.'	1, 2
Reading Gladiators	The EEF's Pupil Premium Guidance states that 'tackling disadvantage is not only about supporting low attainers.' Case studies from Reading Gladiator schools have found that it 'creates reading advocates within a school who go on to inspire other children to become aspirational readers. Peer influence and the impact on a culture of	1, 2, 4

	reading has been observed within many of our Reading Gladiators™ schools.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,200; **£43,500**; **£45,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before (including emergency breakfast) and after school provision is offered when required	The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.'	4, 5
Outdoor Learning and Forest School	A study by Dadvand, P et al. (2015) found 'an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools.'	3, 5
Inclusion Manager employed	Social and emotional wellbeing is a high priority. The DfE state that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'	4, 5
Emergency uniform available to children	The EEF Teacher Toolkit states, 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.'	4, 5
Parent workshops	EEF report that 'parental engagement is consistently associated with pupils'	4

	success at school’ and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. The EEF Teacher Toolkit also found that ‘Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.’	
Curriculum trips and experiences (including financial support for these where required)	With reference to residential trips, EEF reports that ‘adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	3, 4, 5
Free School Meals	Statutory	4, 5
Play Therapy	The EEF reports that “Play-based interventions have been developed to support social, emotional or behavioural development of children.”	5
Lego Therapy	EEF evidence provides indirect support for the principles underpinning LEGO-based Therapy. The EEF identifies Social and Emotional Learning as a moderate-impact approach, associated with approximately three months’ additional academic progress, and highlights the importance of developing children’s interaction with others and emotional self-management.	5

Total budgeted cost: £56,240; £99,990; £103,850

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2024 – 2025

The school continues to progress in meeting its pupil premium objectives. Children eligible for pupil premium funding have full access to the same provision as their peers, ensuring equity of opportunity across the curriculum and in wider school life. Targeted support and regular communication have strengthened parental engagement, enabling families to be informed and supported in their children's education. All pupils, regardless of financial background, participate in trips and enrichment experiences, broadening their cultural capital and promoting inclusion.

Children eligible for pupil premium funding attained higher than their peers by 2% in passing the Phonics Screening Check by the end of Year 2. The average Multiplication Tables Check score for children eligible for pupil premium funding was 24, which was higher than their peers alongside a higher percentage achieving a score of 20+ (84% compared to 76% for the whole cohort). Across the school, By the end of Key Stage 2, although attainment is below that of their peers, children eligible for pupil premium funding, all children with data from EYFS made at least expected progress in Reading, Writing and Maths from this start point, with 80% making accelerated progress in each of these areas. This is greater progress in Reading and Writing than their peers.

2025 – 2026

During this academic year, pupil premium funding has been used effectively to support pupils' personal development and wellbeing, ensuring that financial disadvantage does not limit access to opportunities. Targeted pastoral provision and family support have helped pupils to engage positively with school, while parent workshops and ongoing communication have strengthened home-school relationships. Financial barriers to participation have been minimised through support with uniform, breakfast, after school and holiday provision and educational visits, enabling all pupils to access the full breadth of the school's curriculum and enrichment offer. Consequently, disadvantaged pupils have been able to develop wider experiences, social skills and confidence while remaining fully included in all aspects of school life.

Children eligible for pupil premium funding attained higher than their peers by the end of Key Stage 2 in Reading (83% compared to 66%), Writing (83% compared to 77%), Maths (83% compared to 69%) and the combined measure of Reading, Writing and Maths (83% compared to %) as well as in Writing regarding working at Greater Depth within the Expected Standard (40% compared to 4%) and Reading (by 2%).