



The Federation of Winklebury Infant and Junior Schools 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 Federation of Winklebury Infant and Junior Schools
Number of pupils in school (December 2025)	Infant School – 148 Junior School – 197
Proportion (%) of pupil premium eligible pupils (December 2025)	Infant School – 27.0% Junior School – 31.5%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	FGB
Pupil premium lead	Katy Bartlett
Governor / Trustee lead	Jeannette Meredith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infant School – £56,055 Junior School – £90,900
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	£146,955

Part A: Pupil premium strategy plan

Statement of intent

At the Winklebury Federation, we believe:

- that all children have a right to high quality inclusive teaching and learning that meets their individual needs;
- that all children have the right to learn in a nurturing environment where they feel a sense of belonging, safety and security.

We aim to strategically use pupil premium funding to support all children to believe, strive and succeed and reach their full potential. The governing body and leadership team analyses school data and draws on national research to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

All members of staff are responsible for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objectives for our disadvantaged pupils are:

- To support our children's health and wellbeing to enable them to access learning and make progress.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To provide support to the families of disadvantaged children to enable them to support their children.

We aim to do this through:

- Ensuring quality first teaching in all classrooms and that learning meets the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensuring that small group and 1:1 tutoring is provided to those most in need to overcome gaps in learning.
- Ensuring that no child misses out on a first-hand experience of a trip or club due to financial constraints.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing: -experienced trauma, ACEs and/or struggle due to attachment needs, -children's services involvement, -exposed to domestic abuse, -have siblings who have been/are school refusers, -social, emotional and mental health difficulties, -difficulties with self-esteem and self-confidence,
2	Educational and learning needs: -low level language skills and poor vocabulary, -gaps in phonics, reading, writing and/or maths knowledge.

3	Attendance and punctuality: -due to family situations, -due to disengagement with school, -due to parental engagement, -due to separation anxiety, -due to medical need.
4	Family: -parental engagement, -capacity to support learning, -lack of parental time due to work commitments, -family aspiration, -parenting capacity, -parental mental health difficulties.
5	Finance and the ability to pay for: -residential, -curriculum enrichment clubs, -school uniform, -basic stationery including books and pencils at home, -off-site activities, -visitors to school.

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 make expected or better progress and are ready for the next stage of their education.	Children will meet their agreed end of year targets for reading, writing and maths. The attainment gap between pupil premium and non-pupil premium is narrowed across the federation.
Children attend school more consistently.	Increased attendance rates. The percentage of SAs and PAs decreases.
Children have the skills and support needed to ensure good mental wellbeing. Children feel safe and happy at school.	Children's emotional wellbeing enables them to access learning and make expected progress. Children demonstrate a good understanding of their emotional wellbeing and have strategies to use when necessary. Evidence will come from: *observations, *pupil conferencing, *pupil questionnaires, *parental feedback.
Children participate in a range of different enrichment opportunities which develop them as holistic learners.	Children will take part in off-site visits. Children will participate in at least one enrichment club.
Parents and carers with engage with school, seek support for themselves and their children when necessary and support their children with their learning.	Positive relationships between school and home will ensure children's wellbeing and learning needs are met.

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: £4,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training for all new staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF	2
Wellcomm Speech and Language assessment for all Year R children	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 EEF	2
Thrive training and supervision for our thrive practitioners	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	1, 3
ELSA training and supervision for our ELSA	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	1, 3
Team teach training for identified staff across the federation	There is strong evidence that children need to feel safe and secure in school in order to learn. Promoting mental health and wellbeing	1
Thrive familiarisation training for all new staff	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	1, 3

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

Budgeted cost: £50, 280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target and intervention groups across the federation for identified children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind Small group tuition EEF	2
Year 6 1:1 tutoring for identified children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to one tuition EEF	2
Year 6 maths booster group for identified children	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition EEF	2

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

Budgeted cost: £88,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for identified children	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing Improving Social and Emotional Learning in Primary Schools EEF	1, 3, 4
Thrive practitioners to run nurture groups and individual sessions	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing	1, 3, 4
PSA to provide tailored support for individual families both at home and in school	Extensive research and experience has shown the impact on supporting the whole family on the child. Parental engagement EEF	1, 3, 4
Contributions to Year 5/6 residential, off-site visits and visitors to school	Extensive research has identified the importance of children's mental health on ensuring children are ready to learn. Promoting mental health and wellbeing We fully believe in the importance of enriching the curriculum with a variety of opportunities and experiences to develop the holistic child.	1, 5

Contribution to enrichments clubs and activities e.g. music lessons, sports clubs, task master, stage club	Extensive research has identified the importance of children’s mental health on ensuring children are ready to learn. Promoting mental health and wellbeing We fully believe in the importance of enriching the curriculum with a variety of opportunities and experiences to develop the holistic child.	1, 5
Protected time for SLT to support parents and carers, with a focus on attendance	The DfE guidance Working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3, 4

Contingency (to enable us to respond quickly to an unexpected need)

Budgeted cost: £5,000

Total budgeted cost: £ 148, 206

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The table below identifies the impact that our pupil premium activity had on the pupils in the 2024 to 2025 academic year.

Please note that these outcomes relate to our previous pupil premium statement 2024 – 2025.

Intended outcome	Success criteria	Evidence																																
Increased parental involvement with school	Attendance rates increase, more parental engagement with their child's learning	<p>Attendance – Infants</p> <table border="1"> <thead> <tr> <th></th> <th>23 - 24</th> <th>24 - 25</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>92.17</td> <td>92.65</td> <td>0.48</td> </tr> <tr> <td>PP pupils</td> <td>87.96</td> <td>88.78</td> <td>0.82</td> </tr> <tr> <td>Gap</td> <td>4.21</td> <td>3.87</td> <td></td> </tr> </tbody> </table> <p>Attendance – Juniors</p> <table border="1"> <thead> <tr> <th></th> <th>23 - 24</th> <th>24 - 25</th> <th>Increase</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>93.61</td> <td>93.80</td> <td>0.19</td> </tr> <tr> <td>PP pupils</td> <td>88.52</td> <td>90.49</td> <td>1.97</td> </tr> <tr> <td>Gap</td> <td>5.09</td> <td>3.31</td> <td></td> </tr> </tbody> </table> <p>Attendance for pupils eligible for Pupil Premium has improved this year. This demonstrates that targeted attendance strategies and pastoral support are beginning to have a positive impact, although further improvement remains a priority.</p> <p>Engagement with families has also been strengthened. The majority of parents attended parents' evenings and maintained regular communication with class teachers regarding their child's learning, supporting stronger home-school relationships.</p> <p>In addition, the Parent Support Advisor (PSA) provided targeted support to 36 families across the year. This included individual parenting support, signposting to external agencies, and sustained involvement in Child Protection (CP), Child in Need (CiN) and Level 2 support plans. This provision has helped address barriers to attendance and engagement, contributing to improved stability and support for pupils eligible for Pupil Premium.</p>		23 - 24	24 - 25	Increase	All pupils	92.17	92.65	0.48	PP pupils	87.96	88.78	0.82	Gap	4.21	3.87			23 - 24	24 - 25	Increase	All pupils	93.61	93.80	0.19	PP pupils	88.52	90.49	1.97	Gap	5.09	3.31	
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Children able to access events, clubs etc without financial worry	More children participating in clubs, more trips available to all	Pupil Premium funding ensured that all planned off-site visits and visiting enrichment opportunities took place as intended, enabling pupils eligible for Pupil Premium to fully access the wider curriculum alongside their peers. This removed potential financial barriers and																																

		<p>ensured equal participation in educational and cultural experiences across the Federation.</p> <p>In addition, pupils eligible for Pupil Premium were able to access a range of extra-curricular clubs. This increased their engagement with school life, supported the development of social skills and confidence, and contributed positively to pupils' wellbeing and sense of belonging. These opportunities have helped to enrich pupils' experiences beyond the classroom and supported a more inclusive school community.</p>
<p>Children able to discuss their feelings, worries etc with a trusted adult</p>	<p>Children are more settled in school and are more able to access their learning</p>	<p>Across the Federation, we have embedded approaches consistent with being a Thrive school through whole-staff training and consistent implementation in all settings. Every class completed a Thrive assessment, enabling staff to identify pupils' social and emotional needs accurately and plan targeted interventions accordingly. Our two trained Thrive practitioners provided individual and nurture group support, with a strong focus on emotional regulation and the management of associated behaviours. As a result, pupils eligible for Pupil Premium are beginning to show improved emotional resilience, increased ability to self-regulate, and more positive engagement with school routines and learning. Due to the positive impact observed, this provision will be further extended in the 2025–2026 academic year.</p> <p>This year also saw the highest number of pupils across the Federation accessing ELSA support, with this provision forming a key part of many Child Protection (CP) and Child in Need (CIN) plans. Class teachers report that pupils receiving ELSA support are more engaged in their learning, as they are given regular opportunities to discuss their thoughts and feelings with a trusted adult. This has enabled early identification of concerns and swift, appropriate intervention, reducing barriers to learning and supporting pupils' emotional wellbeing. Overall, these approaches have contributed to improved readiness to learn, stronger relationships, and better outcomes for pupils eligible for Pupil Premium.</p>
<p>Increased academic achievement for all pupil premium children in all subject areas</p>	<p>The gap between pupil premium and non-pupil premium is narrowed across the federation</p>	<p>Despite targeted support and intervention, pupils eligible for Pupil Premium continue to underperform compared to their non-Pupil Premium peers across the Federation. In some year groups, the attainment gap has narrowed, demonstrating that strategies implemented have had a positive impact; however, this improvement is not yet consistent across all cohorts and further work is required.</p>

		<p>Outcomes from national assessments, including the Phonics Screening Check, the Multiplication Tables Check and Key Stage 2 assessments, indicate that Pupil Premium pupils performed below county and national averages. These results highlight that current provision has not yet had sufficient impact on accelerating academic progress for this group.</p> <p>As a result, reducing the attainment gap for pupils eligible for Pupil Premium will be a key focus for whole-Federation improvement this year. This will include a sharper focus on high-quality teaching, targeted academic interventions, and the systematic monitoring of progress to ensure that support is timely, effective and leads to improved outcomes in core areas.</p>
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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