



THE WINDMILL PRIMARY FEDERATION -Walpole Highway

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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	Walpole Highway Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	33% (14/42)
Academic years pupil premium strategy plan covers	3
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Interim Executive Headteacher Emma Hunt
Pupil Premium lead	Interim Executive Headteacher Emma Hunt
Governor / Trustee lead	SEND/ PP Gov Louise Cousins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,470
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£26, 470



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Part A: Pupil Premium Strategy plan

Statement of intent

Within the Windmill Primary Federation, we believe that every child is entitled to the same level of opportunity, regardless of social circumstance. It is our intention that all children who attend Walpole Highway Primary School have access to the same level of academic and social opportunity. Through the targeted investment of funding from the Local Authority, it is our intention to remove as many social and economic barriers as possible. Our Pupil Premium Strategy is therefore aimed at helping children to strive for both academic success as well as emotional and social wellbeing.

We strive to meet the considerable challenges young people in our care may face, including the most vulnerable of our community. This includes but is not limited to those supported by Social Services, Young Carers, and those who grow up with the label 'disadvantaged'. Indeed, if our investments are well researched and implemented, no child within our school should ever feel disadvantaged. It is our duty to ensure that those children are advantaged in order to close that gap.

As such, the investments and activities laid out within our Pupil Premium Statement are designed to support academic, social and emotional needs, helping to develop well rounded individuals who can make a positive contribution to the community.

Research shows that the greatest impact on reducing the gap between historically disadvantaged pupils and their peers is high quality teaching, and this is at the centre of our approach. In order to close the attainment gap, it is crucial that all children have access to High Quality Teaching, with robust analysis of progress. Only through identifying the gaps are we able to consider how best to close them. This also benefits all pupils without taking away from the support in place for children from lower income backgrounds.

Our strategy is part of the wider School and Federation philosophies and works in tandem with the intentions laid out in our SEND Information Report and our Accessibility Plans to ensure all children have equal opportunity during their time with us. Furthermore, all children should leave the school with a greater chance of success in life, in comparison to the day they arrive.

Our review process will be reflective of local challenges which may arise for the young people in our care, and take local factors into consideration. It is also important to be mindful of the ever-changing landscape for young people in a modern, online world. As such, if challenges arise within the 3-year period the plan can be adjusted to meet this demand.

To ensure success for our disadvantaged pupils we will ensure:

- Disadvantaged children have access to the same High-Quality teaching as their peers
- Disadvantaged pupils are challenged appropriately in the work they are set
- The work set is appropriate to level and need of each pupil regardless of social barriers
- Monitor and intervene early where need is identified; implementing the correct support where required.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



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Challenges

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

Challenge	Detail of challenge
1	Historic Assessments demonstrate an academic gap to peers when comparing disadvantaged and non-disadvantaged pupil's academic outcomes at the end of Year 6.
2	Assessments and observations indicate a clear gap in progress for writing in comparison with peers nationally.
3	Assessments and observations indicate a high level of impact on our disadvantaged pupils. On entry to Reception class in the last 3 years, between 40% and 100% of our disadvantaged pupils arrive below age-related expectations compared to 28%-55% of other pupils. Due to the fluctuation of cohort size, the data is difficult to extrapolate. Efforts are made to narrow the gap by KS2.
4	Information from teachers via our safeguarding systems indicate an increase in concern for the safeguarding and wellbeing of our disadvantaged pupils.
5	Historic lack of ambition and aspirations amongst disadvantaged families within the community, coupled with some parent's negative experiences of the school system in their own childhood. This can lead to a lack of engagement at times.
6	Children from economically disadvantaged backgrounds cannot afford to access some of the opportunities made available for all pupils. This includes clubs/ trips/ wrap around care, and funding for necessary medical assessments.
7	Attendance figures show that lower attendance among disadvantaged children (89%) compared with those who are not disadvantaged (94%)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan- 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reduced gap in attainment for children from advantaged and disadvantaged backgrounds by the time they leave the school	Gap in attainment at the end of KS2 to be smaller than the gap in attainment at the end of KS1. Children from Disadvantaged backgrounds to have the same opportunity to progress as their peers.
Writing standards and attainment to improve for all pupils, including disadvantaged pupils	KS2 outcomes to demonstrate an increased percentage of pupils achieving ARE in writing in comparison to previous year.
Improved attainment in Maths and Reading for all Pupils including disadvantaged pupils	KS2 outcomes to demonstrate an increased percentage of pupils achieving ARE in Maths and Reading in comparison to previous year.
To achieve and sustain improved wellbeing for all pupils in the school community, particularly our disadvantaged pupils	Sustained high levels of wellbeing demonstrated by outcomes of Pupil and Parent surveys, number of safeguarding concerns/ incidents reducing over a 3-year period. Significant attendance at community and enrichment activities.
To build on the improving relationships with disadvantaged families	Significant attendance at community and enrichment activities. Outcomes evidenced by engagement with Parent Support advisors and parent surveys.
Disadvantaged children to access the same opportunities as non-disadvantaged children	Continued access to school activities and opportunities regardless of social and economic background



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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)

Activity	Evidence that supports this approach	Challenge's addressed
Further investment in new Phonics teaching programme (Read, Write Inc), ongoing training and resources.	Research indicates that a strong foundation in Phonics is required for the development of Reading, which in turn leads to improved academic outcomes Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
CPD and release time for Subject Leads as required, as well as CPD around key issues affecting disadvantaged children.	Continuing Professional Development (CPD) is widely recognised as a fundamental way to improve the professional standards and skills of individuals, thus ensuring High Quality Teaching The Importance of Continuing Professional Development (CPD) The CPD Certification Service (cpduk.co.uk)	1,2,3
Investment/CPD for non-core subjects along with assorted resources. Adoption of WNAT Curriculum.	Extensive evidence linking childhood social and emotional skills to improved school outcomes Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4
Investment/CPD for core subjects along with assorted resources. White Rose Maths and Talk for Writing/Reading.	Extensive evidence linking childhood social and emotional skills to improved school outcomes Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3,4

Targeted academic support

Activity	Evidence that supports this approach	Challenge's addressed
Continued Investment in diagnostic assessment tools for academic capabilities – Balance/ Shine/ Lexia/ TT Rockstars/ SATS Companion/ Provision Tracker	Robust assessment and tracking systems lead to improved outcomes. Systems identified highlight gaps in learning and crucial provide support in closing gaps. Using pupil premium EEF (educationendowmentfoundation.org.uk)	1,2,3
Academic interventions targeting gaps in learning	Targeted interventions proven to close gap in learning when completed by qualified and competent staff. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,3



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Behaviour interventions implemented to support disadvantaged children	Improved behavioural outcomes lead to improved engagement with school Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,4,5
Continued investment in the Parent Support Advisor and Pastoral Team	Research indicates low fee high reward to encouraging parental engagement and support Parental engagement EEF (educationendowmentfoundation.org.uk)	4,5,6,7
Continued investment in access to wrap around care and outside school activities	Wrap around care, through our Breakfast Club, to support local families who would not otherwise afford this opportunity can lead to improved attendance and outcomes for families and young people. Effectiveness of wraparound vs. case management for children and adolescents: Results of a randomized study (nih.gov)	4,5,6,7
Investment in EPSS support, either through targeted intervention with specialist support or EP assessment where needed	Children with additional learning needs need specialist targeted intervention in order to make progress in their learning. Using pupil premium EEF (educationendowmentfoundation.org.uk)	3,4

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

Activity	Evidence that supports this approach	Challenge's addressed
Contingency funding for acute issues	Based on our experience 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 may at this time have not been identified	All
Embedding principles of good practice set out in the DFE's Improving School attendance advice. Potentially allowing for training/ release time to develop and implement attendance support procedures.	DFE guidance informed by engagement with schools Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1,2,3,4,5,6
Embedding principles of good practice set out in the DFE's Pupil Premium expenditure advice. Potentially allowing for training/ release time to develop and implement attendance procedures.	DFE guidance informed by engagement with schools Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)	1,2,3,4,5,6



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Investment in engagement activities/ opportunities for children with disadvantages – access to trips etc	Pupil Premium funding recommendations are that they help disadvantaged pupils access the same opportunities as non-disadvantaged pupils Using pupil premium EEF (educationendowmentfoundation.org.uk)	5,6
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Total budgeted cost: £26,470



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 2024/25 academic year.

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.

Outcomes for pupils in Y6 in 2025 were above national averages with 71% of all pupils attaining EXS in RWM and 86% in reading. There has been an upward 3-year trend in data for individual subjects - Reading, Writing and Maths outcomes in KS2 have improved significantly, with each subject improving by an average of 30% on 2024 figures. There were no gaps across all core areas between disadvantaged and non-disadvantaged pupils at the EXS standard.

July 2025	Read (NA) %	Write (NA) %	Maths (NA) %	RWM (NA) %
EXS all pupils	86 (75)	71 (72)	71 (74)	71 (62)
EXS (PP)	100	100	100	100
GDS all pupils	29	29	29	29
GDS (PP)	100	100	0	0

A three-year upward trend was sustained in the average Multiplication Tables Check (MTC) scores, reflecting improved fluency and number confidence. The proportion of pupils achieving maximum marks in the MTC fluctuates due to very small cohorts. Outcomes reached 50% in 2025 after a dip to 0% in 2024. Outcomes for the average of results and the maximum number of marks achieved are above the national average for 2025.

The Year 1 Phonic Score Check peaked at 86% in 2024, however outcomes remain broadly in line with the national average in 2025 (within 1 pupil) – 71%. Year 2 PSC attainment has been sustained over a 3-year period, with 100% of pupils passing the check. Outcomes were lower for our disadvantaged pupils with 50% (1/2 pupils) passing the check, but within 1 pupil.

EYFS outcomes at the school have remained below the national average with approximately half the cohort attaining GLD over the past 3 years. There were 4 pupils in EYFS (24/25) and therefore outcomes were within 1 pupil of reaching the national average. There were no disadvantaged pupils in EYFS 24/25.

The Parent Support Advisor is employed to make links with outside agencies to support disadvantaged families access further help.

Children with persistent absence are supported to access school by overcoming emotional barriers and supporting parents. This support support-first approach has been crucial in assisting disadvantaged families.

Breakfast and afterschool clubs are offered to all pupils and funded for disadvantaged children where necessary.

Specific pupils receive funding and support to access specialist school placements (e.g. SRB units)

Specific pupils receive paid support to access enhanced provision- school clubs, sports clubs; visits/ trips and residential etc.



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Further information (optional)

Our Pupil Premium Strategy is supplemented by additional measures embedded throughout our practice that does not necessarily impact funding. This includes but is not limited to:

- Whole school ethos of helping all children to meet need, regardless of start in life
- High Quality Teaching for all at the heart of our education principles
- Development of High Quality Verbal feedback to ensure improved outcomes for all [Feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)
- Utilising DfE funded opportunities, such as development of mental health leads
- Investing time where needed with families, parents and staff

This strategy is based on considering the needs of our community and the many challenges they have faced in recent years. This is considered alongside research conducted by the DfE and the Education Endowment foundation in order to develop a cost effective plan with achievable and measurable outcomes.

Parent feedback and staff discussion have informed the Strategy and formed part of the thinking in terms of areas of need and investment. The plan may change if needed before the next formal review, as no child or family should have to wait an arbitrary review period to access the support they need to succeed.

Strategy established with support from the DfE recommendations, in line with advice from EEF and The Key.