



THE WINDMILL PRIMARY FEDERATION – Walpole Highway Primary School

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium) for the 2026 to 2027 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	48
Proportion (%) of pupil premium eligible pupils	23% (11/48)
Academic years pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Emma Hunt (Executive Headteacher)
Pupil Premium lead	Emma Hunt (Executive Headteacher)
Governor lead	Louise Cousins (Chair)

Funding overview

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



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Part A: Pupil Premium Strategy plan

Statement of intent

At the Windmill Primary Federation, we believe that every pupil, regardless of background, circumstances or individual challenges, should have the opportunity to thrive, achieve well and develop the knowledge, skills and confidence needed to succeed in life.

Our Pupil Premium Strategy aims to ensure that disadvantaged pupils achieve well academically and develop socially and emotionally, while recognising that disadvantage affects pupils differently. We are committed to removing barriers to learning and ensuring that disadvantaged pupils have the same high aspirations, opportunities and experiences as their peers. We also recognise the needs of other vulnerable pupils, including those with a social worker, young carers and those experiencing challenging circumstances, and will provide support where appropriate regardless of Pupil Premium eligibility.

High-quality teaching is at the heart of our approach. Through ambitious curriculum implementation, effective assessment and responsive teaching, we identify and address gaps in learning at the earliest opportunity. Our approach is evidence-informed and responsive to individual need, rather than based on assumptions about disadvantage. Targeted academic, pastoral and enrichment support is provided where assessment shows it is required.

We are committed to ensuring that disadvantaged pupils:

- receive high-quality teaching, an ambitious curriculum and equal access to wider opportunities;
- are appropriately challenged and supported to achieve their full potential, including those who are high attaining;
- have gaps in learning identified and addressed promptly through effective intervention;
- develop the literacy, oracy, mathematical and wider skills needed to access the full curriculum;
- receive appropriate support for their wellbeing, enabling them to engage positively in learning and school life;
- participate fully in enrichment and wider experiences that broaden horizons, raise aspirations and build confidence.

A whole-federation approach underpins our strategy. All staff share responsibility for the achievement, attendance, wellbeing and wider development of disadvantaged pupils. Leaders maintain high expectations, use assessment and evidence to identify need and evaluate the impact of provision to ensure that resources are used effectively.

Our Pupil Premium Strategy complements the wider priorities of the Federation, including SEND, inclusion, attendance, safeguarding, personal development and curriculum development. We work closely with pupils, families and relevant professionals to understand individual needs and provide appropriate support.

Through this approach, we aim not only to reduce gaps in attainment but to ensure that every pupil leaves our schools with the knowledge, skills, confidence, aspirations and wider experiences needed to flourish and make a positive contribution to their community and wider society.



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Challenges

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

Challenge	Detail of challenge
1	Attainment and progress Assessment data identifies gaps in attainment and progress between disadvantaged pupils and their non-disadvantaged peers in phonics, reading, writing and mathematics.
2	Language and communication Assessment, observation and pupil discussion indicate that some disadvantaged pupils, particularly on entry to the Early Years, have less well-developed speech, language, communication and vocabulary skills. These gaps can affect their ability to access the wider curriculum and make strong progress in reading, writing and spelling.
3	Social and emotional development Observations and discussions indicate that some disadvantaged pupils experience social and emotional barriers, including lower resilience and confidence when faced with challenge. This can affect their engagement, attitudes to learning and academic progress.
4	Access to wider opportunities Some disadvantaged pupils have fewer opportunities to access enrichment, cultural, sporting and wider experiences beyond the school day. Ensuring equitable access to these opportunities is important in broadening pupils' experiences, raising aspirations and supporting personal development.
5	Attendance Attendance data shows a gap between disadvantaged pupils and their non-disadvantaged peers. Improving attendance and reducing persistent absence remain important to ensure that disadvantaged pupils benefit consistently from high-quality teaching and the wider opportunities provided by school.

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
Improved attainment and progress among disadvantaged pupils, reducing the gap with non-disadvantaged pupils.	• Pupils will have achieved national expectations in EYFS, Phonics and KS2 national tests (RWM). • Pupils will have accessed intervention or small group support. • Read Write Inc Phonics (1:1 tutoring). • Times Tables Rock Stars (access at home/school). • SATS Companion (access at home/school).
Improved oral language and communication skills and vocabulary among disadvantaged pupils.	• Pupils will have demonstrated improved oral language skills (evidenced when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment). • Targeted phonics intervention (1:1 tutoring).
To sustain improved wellbeing for all pupils in the school community, particularly our disadvantaged pupils	• Sustained high levels of wellbeing demonstrated by: data from pupil voice, pupil and parent surveys, number of safeguarding concerns/ incidents reducing over a 3-year period. • Significant attendance at community and enrichment activities.



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Disadvantaged children to access the same opportunities as non-disadvantaged children.	- Pupils will have accessed school activities and opportunities regardless of social and economic background. - Pupils will have accessed music lessons. - Pupils will have experienced school trips and residential experiences. - Pupils will have accessed extracurricular activities. - Parents/carers will have accessed regular workshops throughout the academic year. - Communication via Class Dojo, parent consultations, newsletters and website will have enhanced parental engagement.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- Attendance lead will have worked closely with parents to support improved attendance through early intervention and support. - Attendance of disadvantaged pupils will have been closely monitored. - Attendance will be in line with national average – persistent absence will be reduced.

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: £

Activity	Evidence that supports this approach	Challenge's addressed
Continued investment in Phonics teaching programme (Read Write Inc Phonics) training and resources. Investment in Read Write Inc Spelling to compliment the foundation laid by RWInc Phonics. Continue to upskill staff (train new staff) via high-quality CPD.	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) EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	1,2
CPD and release time for Subject Leads as required, as well as CPD around key issues affecting disadvantaged children – metacognition, speech, language and communication (oracy).	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) EEF Guidance Report – Metacognition and Self-regulated Learning. EEF – early language interventions (+6 months).	1,2



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Investment/CPD for non-core subjects along with assorted resources.	Extensive evidence linking childhood social and emotional skills to improved school outcomes. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3,4
Investment/CPD for core subjects along with assorted resources. White Rose Maths/Talk for Writing/Reading, Read Write Inc Spelling.	Extensive evidence linking childhood social and emotional skills to improved school outcomes. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3,4
Supporting the recruitment and retention of teaching staff to provide subject leaders with appropriate release time to develop curriculum provision, strengthen teaching and learning, and improve outcomes for pupils.	EEF – Effective Professional Development. Continue to release subject leaders to plan high quality research based CPD for their subject.	1,2,3

Targeted academic support

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge's addressed
Continued Investment in diagnostic assessment tools for academic capabilities – Times Tables Rockstars/NFER/SATS Companion/CGP/Planpanion. Pupil Asset – Bromcom.	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 for key groups (1:1 and small group).	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
Investment in the Salford Reading Test Pack to assess pupils' reading ages, identify gaps in reading attainment and inform targeted support and intervention.	EEF – Diagnostic assessment: The EEF highlights that effective diagnostic assessment can identify pupils who would benefit from targeted intervention or additional support. This provides a strong rationale for using a standardised reading assessment to identify gaps and inform provision.	1,2,3
Behaviour interventions implemented to support disadvantaged children.	Improved behavioural outcomes lead to improved engagement with school. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3,5
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)	1,3,4,5



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

Budgeted cost: £

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.	1,2,3,4,5
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
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
Investment in engagement activities/ opportunities for children with disadvantage – 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)	3,4,5
Support pupils' social and emotional needs through use of our trained SHINE Practitioner to be able to deliver social and emotional interventions to selected children. Continue to utilise the School and Communities Team to deliver group and 1:1 support as required.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF + 4)	3,4
Further promote a love of reading via 'Reading for Pleasure' to support wellbeing and benefit reading skills. High-quality texts pervade the curriculum, the library and reading spaces in classrooms. Peer reading sessions overseen by Reading Ambassadors at least once every half term.	Reading for pleasure leads to increased attainment. Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers. (DfE – Research Evidence on Reading for Pleasure)	1,2,3



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Continued investment in parental engagement and support.	Research indicates low fee high reward to encouraging parental engagement and support. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4,5
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Total budgeted cost: £



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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 2025/26 academic year.

Teaching

- High-quality phonics CPD delivered by RWInc consultant at INSET (January 2026).
- 1:1 phonics tutoring utilised for identified children.
- Reading lead continues to monitor the quality of phonics teaching weekly through coaching and providing personalised training videos to staff.
- Phonics lead has continued work with Ruth Miskin consultant to implement actions following monitoring visits.
- In year 1, 80% of children passed the National Phonics Screening Check - in line with the national average.
- Speech and Language CPD delivered by Federation phonics lead (spring 2026).
- All subject leaders have utilised leadership time.
- CPD schedules followed – autumn, spring, summer.
- Subject leaders have monitored their subject and added evidence to their floor book.
- Staff have delivered high quality CPD to improve the teaching and learning of their subject based on monitoring, research and their action plan priorities (Mathematics, English, Phonics, Science, History, PSHCE, Wellbeing and RE).

Targeted Academic Support

- RWInc phonics tracked every 6 weeks.
- Pupils (EYFS to Year 4) identified as not keeping up with phonics received small group or 1:1 phonics tuition.
- Gaps identified and data analysed for years 1-6 through NFER and National tests (QLA).
- Staff planned for interventions and pre-teaching to close the gaps with the use of teaching assistants.
- Year 6 children received small group tuition and boosters.

Wider Strategies

- SHINE Time practitioner received training (autumn 2025).
- SENCo has worked alongside external agencies, including the school and communities' team to provide 1:1 or small group sessions for children who need SEMH support.
- SHINE Time has been delivered to identified children in the school
- Other social and emotional support, e.g. Lego Therapy, is offered to children who are identified in conjunction with parents and staff.

Parental engagement has been supported through:

- Implementation of Class Dojo - weekly class curriculum updates, knowledge organisers shared half-termly, attendance and rewards shared weekly, online safety information shared weekly by Safeguarding and Attendance lead, SEND information and sources of support shared by SENCo.
- Parental Workshops – Christmas Crafts, Easter Tea, Reading Café, Life Skills sessions.
- Assemblies.
- Newsletters every half term.

Enrichment activities and sports have included:

- Archery
- Dodgeball
- Orienteering
- Remembrance Event
- Soroptimists International – Public Speaking
- Spelling Bee



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- Maths Challenge
- Trips and residential
- After-school clubs (multi-sports, and choir).

Data

Leaders have analysed the performance of disadvantaged pupils during the previous academic year, drawing on national assessment data alongside internal summative and formative assessment. While an attainment gap remains between disadvantaged and non-disadvantaged pupils across the core subjects, the data demonstrates positive improvement across the cohort and emerging strengths for disadvantaged pupils.

In 2026, 57% of the Year 6 cohort achieved the expected standard in reading, writing and mathematics combined, a decrease from 71% in 2025. With small cohorts comparing percentages comes with challenges. Outcomes for 2026 are below national averages for combined R/W/M. Reading and writing results remain inline with national averages, reflecting the ongoing positive impact of leaders' focus on curriculum implementation, teaching quality, assessment and targeted support.

Five out of seven pupils (71%) of the 2026 cohort were disadvantaged. 40% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined, compared with 100% of disadvantaged pupils achieving this measure in the previous academic year. There was only one disadvantaged pupil in the 2025 cohort. 60% of disadvantaged pupils attained expected standard in reading and writing. There is a focus on mathematics for the year ahead.

The Year 6 cohort included pupils with significant additional barriers to attainment. Two of the five disadvantaged pupils had EHCPs and were working significantly below age-related expectations, which influenced overall outcomes. Leaders therefore consider individual starting points, progress and response to intervention alongside headline attainment measures when evaluating the impact of the Pupil Premium Strategy.

There are also positive indicators within individual subjects. One of the five disadvantaged pupils achieved Greater Depth Standard in reading and maths, demonstrating that disadvantaged pupils are capable of attaining highly when barriers to learning are effectively addressed and pupils receive consistently high-quality teaching and appropriate challenge.

July 2026	#	Read (NA)	Write (NA)	Maths (NA)	RWM (NA)
EXS all pupils	7	71% (76)	71% (73)	57% (75)	57% (63)
EXS (PP)	5	60%	60%	40%	40%
GDS all pupils	7	28%	0%	14%	0%
GDS (PP)	5	20%	0%	20%	0%

1 Year 1 phonics outcomes demonstrate a strong overall picture, with 80% (4/5) of pupils achieving the expected standard in the Phonics Screening Check in 2026, in line with the latest national average of 80%. This indicates that the school's focus on the consistent implementation of systematic phonics is supporting strong outcomes for the cohort as a whole.

2 100% (1/1) disadvantaged pupils achieved the expected standard.

3 The school will continue to prioritise the quality and consistency of phonics teaching, alongside precise assessment and targeted support, to continue the improved outcomes for disadvantaged pupils.

4 EYFS outcomes show a significant improvement across the cohort, with 100% (5/5) of pupils achieving a Good Level of Development (GLD) in 2026, compared with 50% in the previous year. This improvement reflects the impact of strengthened early years provision, curriculum implementation and assessment, and provides a positive foundation for pupils' transition into Year 1.



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5 There were no pupils within the EYFS 2026 cohort who were disadvantaged. Leaders recognise, however, the importance of identifying potential barriers to learning at the earliest opportunity and ensuring that disadvantaged pupils benefit from high-quality early years provision, appropriate adaptations and targeted support.

The Pupil Premium Strategy will therefore continue to prioritise early identification of need, strong communication and language development, high-quality interactions and targeted support, alongside close monitoring of the progress of disadvantaged pupils from their starting points. This will enable leaders to respond swiftly where pupils are at risk of falling behind and support improved outcomes as pupils move through the school.

Overall, the data indicates that the school's strategic focus on improving teaching, strengthening assessment and providing targeted academic support is contributing to improved outcomes. Leaders will continue to prioritise closing attainment gaps through high-quality classroom provision, precise identification of need, targeted intervention and appropriate challenge, with a particular focus on phonics, reading, writing and mathematics.

Next Steps:

- To further close the gap between disadvantaged and non-disadvantaged pupils in 26-27, a combination of interventions targeting individuals and groups, 1:1 booster sessions and in-class focus groups will continue, alongside quality first teaching. RWI Catch Up (1:1 tutoring) used to target lowest 20%, including disadvantaged pupils. The ambition is that all pupils achieve equally well in all core subjects and across the curriculum, with teachers effectively tailoring instruction to support strong progress.
- In EYFS, prioritise early identification of need, strong communication and language development, high-quality interactions and targeted support, alongside close monitoring of the progress of disadvantaged pupils from their starting points.
- Children with persistent absence to be further supported to access school by overcoming emotional barriers and supporting parents. This support first approach will be crucial in assisting disadvantaged families.
- Specific pupils to receive support to access enhanced provision- school clubs, sports clubs, visits, trips and residential etc.



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Further information

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)
- Investing time where needed with families, parents and staff.

This strategy is based on considering the needs of our community. 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.

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