

Windsor Community Primary School



Pupil Premium Strategy Statement 2025/2026

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 - 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Fiona Wright and Stephen Jones
Pupil premium lead	Fiona Wright
Governor lead	Stephen Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,744
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,744

Part A: Pupil premium strategy plan

Statement of intent

At Windsor Community Primary School our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and to make strong progress from their starting points. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and any young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality, quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, through assessments and using approaches which will help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they achieve.

Challenges

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

Challenge number	Detail of challenge
1	Limited/no english on entry - A very high proportion of pupils start school with little to no English. Many arrive mid-year as new arrivals, refugees or asylum seekers. Assessments, observations and pupil voice demonstrate that children start Windsor with underdeveloped vocabulary skills particularly low tier 2 and 3 vocabulary. This is true for all classes from Nursery – Y6.
2	Low starting points - Internal and external assessments indicate that attainment among disadvantaged pupils in reading, writing and mathematics is below that of non-disadvantaged pupils.
3	Limited enrichment experiences - Pupil voice demonstrates how children have a lack of enrichment and life experiences outside of school, this has an impact on children's ability to relate learning to real life experiences.

4	Trauma and unmet social/emotional needs - many pupils have experienced displacement, family disruption, exposure to traumatic events, or socio-economic hardship. This affects behaviour, emotional regulation, and readiness to learn.
5	Punctuality – attendance and punctuality figures are generally in line with national figure however there is a slightly higher % of pupil premium children who are late 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
To make at least expected or accelerated progress from initial statutory assessment point in all curriculum subjects. Consistent approach to the teaching of reading with reading prioritised across whole school. Mastery approach to teaching mathematics embedded enabling all children to have a positive attitude toward the subject and ensuring accelerated progress.	The % of disadvantaged learners achieving 'Age Related Expectations' by the end of Reception combined at the end of KS2 has increased, which decreases the % difference between school and national. The % of disadvantaged learners achieving greater depth in reading, writing and maths scores at by end of KS2 is in line with nonPP.
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Pupils feel safe and happy within school and are able to access a range of strategies to support their mental wellbeing. Pupils able to regulate emotions in order to manage their mental health and behaviour more positively therefore enabling them to engage with learning.
Accelerated acquisition of English language	EAL pupils, especially those who are PP, make rapid progress in speaking, listening, reading, and writing. Improved outcomes in early reading and KS1 phonics.
High-quality teaching for all	CPD is embedded; EEF evidence-based practices implemented consistently; improved classroom observations and learning walks.
Improved punctuality	Minutes of learning missed by pupil premium children decreases. Attendance remains in line with national

Activity in this academic year (2025/2026)

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First teaching - all pupils to receive strong, quality practice which supports speaking and listening in the classroom. Use opportunities to read aloud to children and teach vocabulary children will use right across the curriculum. Teachers to focus on Tier 2 words and intentionally model language in a variety of contexts. Assessment and early identification of need – purchase of EAL Star assessments to ensure we have accurate assessment of child's spoken and reading ability when starting school with english as an additional language (£850) Planning individualised instruction and	EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. On average, oral language approaches have a high impact on pupil outcomes. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-intervention High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the NW Maths Hub. All staff to lead effectively are released once a term. EEF cites that impact is highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while approaches like formative assessment also include	1, 2

effective feedback to support pupils in achieving targets. Training for all staff in EYFS to provide a Communication Friendly Setting (£1000) Enhance resources to complement provision (more phonetically decodable books to ensure home reading matches phonic ability, phoneme/grapheme displays in all teaching areas). (£5000) Staff CPD using in house experts (maths mastery specialist, curriculum subject leaders, Inclusion team, reading leaders – whole class reading, phonics leaders). (£10000) Continuing regular updated RWI phonics training for all staff to ensure consistency of teaching. (£2500)	work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

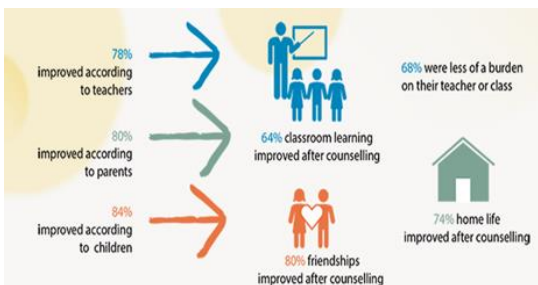
Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Welcomm screening in Nursery and whole class welcomm sessions. (£3000)</i> <i>NELI intervention and language screener tool used in reception – Y6 for identified children. (£6000)</i> Wave 2 Targeted Wellcomm Intervention groups in EYFS, Y1, Y4 overseen by privately commissioned SaLT (MAST) (£750) Targeted phonics daily intervention – 1:1 and small group with trained RWI tutor (£3500)	Research from the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.” EEF: Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year	1
Learning Support Assistants will provide further intervention for identified children focusing on those who are on close to ARE. (£15,000) Use of LBQ in Y6 and Y5 (£750)	EEF cites Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact Use of LBQ last year helped to give immediate on the spot targeted support for children, and helped to quickly identify and address any misconceptions	2
Parent workshop (£1500)	Parent feedback suggests that they appreciate knowing how to most effectively support their child/ren at home. Many have also requested specific parenting support from the Pastoral team with regard to mental/emotional well-being – this has	1, 2, 4

	increased substantially following the pandemic	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £97,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2Be bought in two days a week to support identified children's social, emotional and mental health needs (£28,000) Behaviour Therapist in one day a week to offer counselling for 3 identified children (£11,700)	Place2Be proven track record of success: 	4
Forest School for EYFS – Y6 children (£10,055)	Forest School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. Forest develops and encourages oracy	1,3,4
Curriculum enhancements: Visits out of school Visitors into school Residential trips (£15,000)	By subsidising trips and visits it will allow children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically.	1,2,3,4
Pastoral team working across whole school providing 1:1 and group support in response to	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2, 4

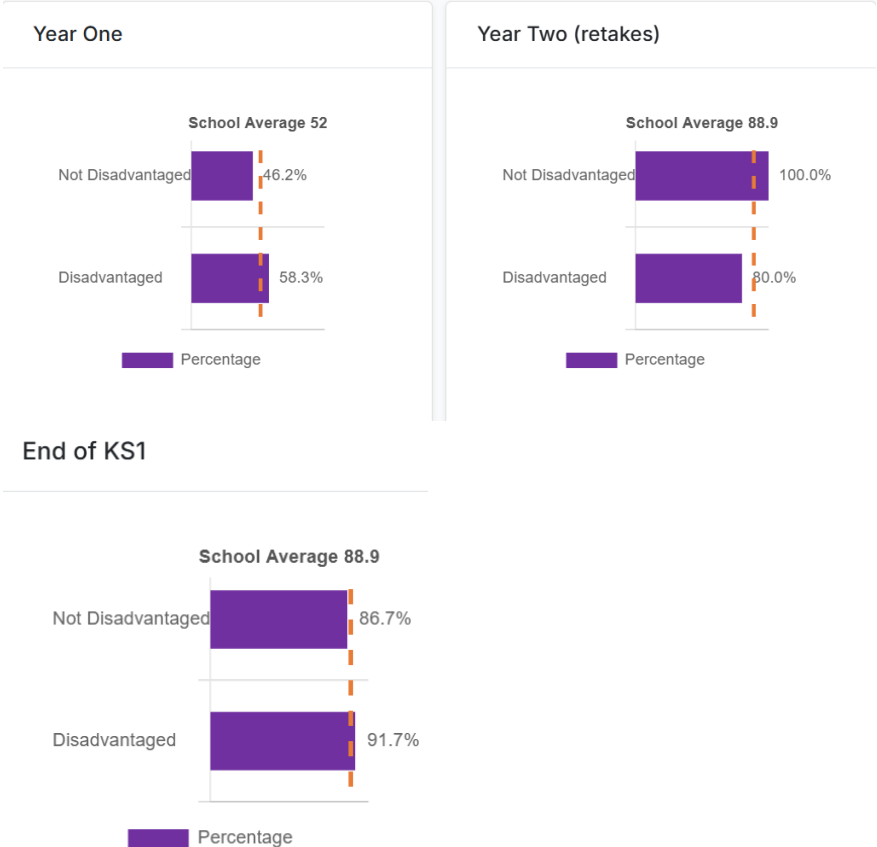
teacher, pupil and parent referrals. Thrive Rebounders Nurture Group (£24,000)		
Punctuality and attendance (£15000)	The ongoing work of the school attendance officer is helping to ensure that PP attendance is broadly inline with national. It is also aiming to reduce the number of PP children who are persistently absent from school. Attendance figures are currently good for all children and we would like to maintain this. A higher percentage of PP children are late to school than non-Pupil Premium pupils	5

Total budgeted cost: £168,744

Part B: Review of the previous academic year 2024/2025

Outcomes for disadvantaged pupils

- Pupil premium pupils who did not achieve age related expectations by end of EYFS and Key Stage 2 still made significant progress against their starting points.
- *Our Phonics data shows that by the end of Year 1 Pupil premium children achieve better than no pupil premium children and by the end of Key Stage 1 91% of pupil premium children make met the expected threshold for phonics compared to 86% of non pupil premium children. However, work is still required so that a greater % of all children achieve the expected threshold by the end of Year 1.*



- Intensive phonics support was provided daily on a 1:1/small group basis to ensure Yr1 PP pupils acquired the early reading skill of phonetic decoding before focusing on becoming increasingly fluent at reading short passages
- In Year 6 cohort (July 2025) there were only 5 non pupil premium children so comparing pupil premium against non-pupil premium is not beneficial.

- Our pupil premium children achieved better in maths than reading, writing and SPAG. a greater % of pupil premium children achieved greater depth across reading, writing and maths compared to 0% non pupil premium.
- Enhancements to the school curriculum have been well thought out and planned for each year group. Fully subsidised places offered for residentials, educational visits and events incurring a charge to all children.

Externally provided programmes

Programme	Provider
Read Write Inc. Phonics	Oxford
Thrive Online	Supporting education Group
NELI	Oxford Education
WELCOMM	Testwise