

Pupil premium strategy statement – West Winch Primary School

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	208
Proportion (%) of pupil premium eligible pupils	22% 46 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Keelen Todd
Pupil premium lead	Keelen Todd
Governor / Trustee lead	Heather Habbins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,500
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>	£77,500

Part A: Pupil premium strategy plan

Statement of intent

West Winch Primary School is a smaller-than-average primary school located in the village of West Winch, just outside King's Lynn. We serve not only our local village community but also a wider area, with many families choosing our school from outside our catchment because of our strong reputation for care and quality education.

At West Winch Primary School, we pride ourselves on our commitment to making inclusion a reality for all. Our goal is to ensure that every child, regardless of background or starting point, has access to high-quality teaching, targeted support and enriching opportunities that enable them to thrive academically, socially and emotionally.

Our school philosophy is that the school staff, parents and governors will work together to make a difference to all children. At West Winch, we all work hard to ensure that inclusion is a reality for all of our children and that everyone feels valued and a part of our learning community. At West Winch, we believe we are 'Every Child a Success Every Day'. Our aim is to ensure that children eligible for the Pupil Premium Grant (PPG) make good progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore we aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our students show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

At the end of 2025, we are very proud of the fact that our children receiving Pupil Premium Grant (PPG) funding achieved exactly the same combined outcomes in reading, writing, and maths as 'All Pupils', and their results were above national standards. This reflects our unwavering commitment to equity and excellence for every child.

Whilst we are proud of this achievement, we are not content; we know that the landscape of education for disadvantaged children has changed significantly over the last few years and that we need to strive to ensure provision meets their needs effectively. Our analysis tells us that disadvantaged pupils have been impacted by partial school closures to a greater extent than their peers (this finding is supported by National research studies). We know that to achieve high standards, we must put all of our energy into ensuring that disadvantaged children receive excellent teaching, which allows them to make strong progress across the curriculum.

At the heart of our Pupil Premium Strategy is a determination to understand the needs of every individual child, to ensure our provision can effectively meet their needs and to

help them to overcome any barriers to learning. We use evidence-informed research to make decisions on the best approaches for all of our students.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all students have access to high quality teaching and learning in every lesson.
- Closing attainment gaps between disadvantaged students and their peers where they exist.
- Providing targeted academic support for students who are not making the expected progress.
- Ensuring that the whole school provision and culture are supportive of disadvantaged children.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities.

We believe that by working in partnership with families and the wider community, we can create an environment where all pupils succeed and feel a strong sense of belonging.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not achieving the expected standard or greater depth in reading, writing or maths by the end of Y6.
2	Writing identified as a whole school area for development. Some disadvantaged pupils are working below the expected standard.
3	Some disadvantaged pupils are not achieving high enough scores in the Multiplication Tables Check.
4	Some disadvantaged pupils are not achieving high enough scores in the Phonics Check.
5	Some disadvantaged and vulnerable pupils are not equipped with the skills and attitudes to be effective learners. They have low self-esteem and lack the skills of resilience, independence and perseverance. This is impacting their readiness to learn.
6	Some disadvantaged pupils have poor attendance or persistent absence which is negatively impacting on their learning.

7	Some disadvantaged children have limited life and cultural experiences which has an impact on their learning and outcomes.
8	Parental engagement in learning for some disadvantaged learners.

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
Disadvantaged pupils to maintain or make accelerated progress in line with their peers.	High quality first quality teaching for all children. Targeted interventions, classroom-based support and school led tutoring in place to support Pupil Premium children and help them to make accelerated progress, leading to improved attainment and outcomes.
To improve writing progress and attainment of disadvantaged pupils.	Disadvantaged children making accelerated progress and attainment in their writing.
To improve average MTC scores and those achieving full marks for disadvantaged pupils.	More disadvantaged children achieving full marks or scores over 20.
To improve Phonics Check scores for disadvantaged pupils.	More disadvantaged children achieving full marks or scores over 32.
To support and enhance the wellbeing of vulnerable pupils.	Pupils are well supported in school, with appropriate wellbeing and emotional support (Lego Therapy, Young Carers, Play Therapy, Benjamin Foundation, After-School Clubs specifically for our vulnerable children, Pastoral Lead support). They have ready to learn, have positive attitudes and increased engagement in their learning.
To achieve and sustain improved attendance for all pupils across the school, particularly for Pupil Premium children.	Overall attendance for disadvantaged pupils to be at least 96%. Fewer children with persistent absence.
To engage and support disadvantaged pupils in curriculum and enrichment opportunities.	Greater engagement with enriched learning experiences through increased opportunities for cultural and curriculum visits and experiences.
New opportunities/strategies to encourage parents to positively engage in children's learning.	Increased parental engagement in children's learning.

Activity in this academic year

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff have training to effectively teach the new Grammarsaurus curriculum.	EEF- Tiered approach to improving teaching by supporting professional development.	1 & 2
External writing moderation.	EEF- Tiered approach to improving teaching by supporting professional development.	1 & 2
Ongoing/refresher training and coaching to deliver Phonics Shed. Revised, effectively.	EEF- Tiered approach to improving teaching by supporting professional development.	1 & 4
Teaching Assistant support in class for specific children.	EEF- Tiered approach to improving teaching by supporting professional development.	1 & 2
Curriculum release time to support CPD/coaching.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2 & 3
Training to support Young Carers.	EEF- Tiered approach to improving teaching by supporting professional development.	1, 2, 3, 4, 5, 6, 7 & 8
Access to Times Tables Rock Stars for all children.	EEF- Tiered approach to improving teaching by supporting professional development.	3
Access to Learning by Questions for all children in Years 5 & 6.	EEF- Tiered approach to improving teaching by supporting professional development.	1 & 2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring providing targeted interventions in English and maths for Years 5 & 6.	EEF - Tiered approach by providing targeted academic support and structured interventions.	1 & 2
Teaching Assistant support for targeted interventions in English and maths.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 & 2
Number Stacks intervention for all children.	EEF – Tiered approach by providing targeted academic support and structured interventions. EEF – TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 & 3
Booster groups for Y6.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1 & 2
To prioritise support for less able readers.	EEF - Tiered approach by providing targeted academic support and structured interventions. EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	1
Times tables interventions.	EEF - Tiered approach by providing targeted academic support and structured interventions.	3

	EEF - TA support shows a positive benefit. Where tuition is delivered by TAs, there is evidence that training and use of a specific programme is beneficial.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lego Therapy	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Play Therapy	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Benjamin Foundation	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Vulnerable Groups	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Sensory Circuits	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Forest School Activities	EEF- Tiered approach- wider strategies to support children in attending school.	5, 6 & 7
Attendance Lead to monitor attendance.	EEF- Tiered approach- wider strategies to support children in attending school.	6
Pastoral Lead to deliver nurture sessions.	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 6
Subsidies for wrap around care – Before and After School Club	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 7
Subsidies for vulnerable families in accessing activities,	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 7

trips, residential visits etc.		
Subsidies for school uniform for PP pupils.	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 7
Transport costs for PP pupils.	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 7
Music specialist to deliver high quality music sessions for all to develop the whole child.	EEF- Tiered approach- wider strategies to support children in attending school.	5 & 7

Total budgeted cost: £87,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Pupils were assessed using a range of measures including formative and summative assessments.

Here are some examples of the impact of Pupil Premium spending:

- Engagement in high quality CPD for all staff.
- All teachers trained to deliver the PVPG element of the Grammarsaurus curriculum.
- Pupils are well supported in their learning, and this is having a positive impact on self-esteem and resilience. This is reflected in the good progress overall shown through internal tracking.
- Staff are trained to deliver phonics and feel confident in their delivery of the scheme.
- New reading books purchased have helped to improve reading fluency.
- Our phonics scheme, Phonics Shed, is delivering positive outcomes – 80% of children reached the expected standard in the Phonics Screen in Y1.
- Targeted phonics interventions are helping children to catch up.
- All children in YR and KS1 read fully decodable books. These books are engaging and have increased children's confidence.
- Targeted booster groups have been offered and helped children to make valuable progress.
- A range of interventions are implemented to narrow the gap for disadvantaged pupils in reading, writing, maths and phonics. Good progress is generally made from starting points.
- Children have access to high quality resources e.g. reading books and phonics.
- Pupil Premium children have greater access to technology support.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	Maths Circle
Letters and Sounds Revised	Phonics Shed
PVPG	Grammarsaurus

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Throughout the last academic year, we strategically used our Service Pupil Premium funding to sustain and strengthen our pastoral provision, ensuring that both service children and their families were well supported during key transitional moments—including arrivals, deployments and postings. This proactive approach helps us avoid the delays often experienced with external referral pathways, ensuring that children receive the care they need when they need it most.
The impact of that spending on service pupil premium eligible pupils
Service children and their families report feeling settled and happy at our school. They appreciate having staff who understand the unique opportunities and challenges of being part of a military family.