

# Wynstream Pupil premium strategy statement 2025-26

This statement details our school's use of pupil 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	Wynstream Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	60% 180
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028 2025/6, 2026/7 and 2027/8
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ms Elise Redman
Pupil premium lead	Mrs Katy Tickle
Governor / Trustee lead	Mr Steve Halkyard (VC)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£268,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Wynstream Primary School, inclusion is at the heart of our ethos. We celebrate our community, our children, and the dedication of every adult to ensure all pupils — including those eligible for pupil premium — have the opportunity to thrive academically and personally.

Currently, 59% of our pupils are eligible for pupil premium. Each child brings unique experiences, talents, and perspectives that enrich our school. We recognise that some pupils may encounter barriers such as limited access to wider opportunities or interruptions to learning, and we work proactively to provide the support and resources that enable every child to succeed. Many join us with developing social and communication skills, and we prioritise nurturing these foundations so they can flourish throughout their learning journey.

When you walk through Wynstream, you will see a school where every child feels valued, included, and confident. No pupil is defined by circumstance. Every adult knows our pupils well, understands their strengths, and takes purposeful steps to build on these — broadening experiences, deepening learning, and fostering aspiration.

Our impact is evident in case studies of pupils who, through high-quality teaching and targeted support, achieve success and demonstrate the power of an inclusive, ambitious approach.

### School Context

Wynstream Primary School currently has the following percentage children on roll.

55% children in receipt of FSM (Well above average)

15% children with SEND (K) support (Close to average)

6% children with an EHCP (E) (Above average)

21% children who have English as an additional language (EAL) (Close to average)

6% CIN (Above average)

73% Stability of children (Well below average) This has a negative impact on data by the end of year 6.

*DATA from IDSR Nov 2025*

## Challenges

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

Challenge number	Detail of challenge
1	Whilst much progress has been made, we are continuing to work towards achieving full consistency in the quality of teaching and learning across the school. Strengthening this further will ensure that every pupil — particularly those eligible for pupil premium — benefits from high-quality teaching every day and continues to make excellent progress.
2	A significant proportion of pupils enter school with developing language and communication skills, which impacts early reading and phonics progress. In September 2025, 41% of our current Reception cohort were identified with language delay on entry. Ensuring rapid development of oracy and vocabulary is essential to secure strong foundations for learning and close gaps between pupils eligible for pupil premium and their peers.
3	The attainment gap in reading currently widens between Year 1 and Year 4 for pupils eligible for pupil premium. Closing this gap is a key priority to ensure all pupils develop strong reading skills and a love of reading throughout their primary years.
4	The attainment gap in writing currently widens between Year 1 and Year 4 for pupils eligible for pupil premium. Closing this gap is a key priority to ensure all pupils develop strong reading skills and a love of reading throughout their primary years.
5	The attainment gap in maths currently widens between Year 1 and Year 4 for pupils eligible for pupil premium. Closing this gap is a key priority to ensure all pupils develop strong reading skills and a love of reading throughout their primary years.
6	Developing emotional resilience remains a priority for some pupils eligible for pupil premium. Enhancing this will strengthen confidence, wellbeing, and engagement with learning, supporting sustained academic progress.
7	Some families of pupils eligible for pupil premium may require additional support with financial wellbeing and mental health. Strengthening these partnerships is essential to ensure families feel equipped and supported, enabling pupils to thrive.

## 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
High-quality teaching and learning is consistently embedded across all classrooms. Every pupil, including those	Lesson observations and learning walks show consistently high-quality teaching across all classes.

eligible for pupil premium, experiences excellent teaching daily, leading to sustained progress and improved attainment in all subjects.	Internal monitoring evidences improved pupil progress in all year groups. Pupil premium attainment and progress data is in line with or above national expectations.
Pupils develop strong oracy and vocabulary skills from the earliest stages. Language gaps are rapidly addressed through high-quality provision, ensuring all pupils build secure foundations for learning and achieve age-related expectations by the end of KS1.	By the end of Reception, the percentage of pupils achieving age-related expectations in communication and language increases year-on-year. Observations and assessments show improved vocabulary use and oral fluency in classroom discussions.
The attainment gap in reading between pupils eligible for pupil premium and their peers is significantly reduced. All pupils develop fluency, comprehension, and a love of reading, enabling them to access the full curriculum confidently.	The gap in reading attainment between pupils eligible for pupil premium and their peers reduces each year from Year 1 to Year 4. Pupil premium pupils meet or exceed age-related expectations in reading by the end of KS2.
The attainment gap in writing is narrowed through high-quality teaching and targeted support. Pupils demonstrate improved composition, spelling, and handwriting skills, achieving outcomes in line with or above national expectations.	The gap in writing attainment between pupils eligible for pupil premium and their peers narrows progressively from year 1 to 4. Pupil premium pupils achieve or exceed age-related expectations in writing by the end of KS2. Moderation and work scrutiny show improved quality of writing, including vocabulary, structure, and handwriting.
The attainment gap in mathematics is reduced, with pupils developing secure number fluency, problem-solving skills, and confidence in applying mathematical concepts across the curriculum.	The attainment gap in mathematics reduces year-on-year. Pupil premium pupils achieve at least age-related expectations in maths by the end of KS2. Assessment data shows improved mathematical understanding.
Pupils demonstrate improved emotional resilience, enabling them to manage challenges positively, regulate emotions effectively, and engage fully in learning. This contributes to improved wellbeing and academic success.	Wellbeing surveys and pupil voice indicate improved confidence and emotional regulation. Reduction in behaviour incidents linked to emotional regulation. Increased engagement and participation in learning activities, as evidenced by lesson observations and attendance data.

Families have access to financial, mental health, and wellbeing support through strong school partnerships and signposting. This leads to improved family stability, pupil attendance, and engagement, creating a positive home-school relationship that supports learning.	Improved outcomes for pupils eligible for pupil premium. Increased family engagement in school events, workshops, and support programmes. Positive feedback from families through surveys and informal conversations. Improved pupil attendance and punctuality for pupils eligible for pupil premium.
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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)

Budgeted cost: **£71,151**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The quality of teaching and learning will be consistent across the school. This will be supported by STEP LAB, learning walks which will include pupil voice and book monitoring and formal Trust Reviews. Staff who require more support will be provided with a support plan and have a senior teacher as a mentor.	<a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a>	1
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Delivery of the DfE validated Systematic Synthetic Phonics programme – ReadWriteInc - to secure strong phonics teaching for all pupils.	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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  Research shows 1:3 pupils growing up in a disadvantaged background have a language delay	1,2

	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Whole school reading approaches – including the teaching of reading comprehension through using a daily reading approach, this will also include the use of Accelerated Reader.	<a href="#">Reading comprehension strategies   EEF</a> <a href="#">Accelerated Reader - second trial   EEF</a> Evidence shows that having an approach to teaching reading comprehension as a whole class is most effective. Supported by the use of AR and whole class reading of quality texts to develop a love of independent reading and to assess progress.	1,3
Provide CPD using ESW Maths Pedagogical Principles as the basis for guidance on 'what maths lessons should look like at Wynstream'. Focus on use of direct instruction and expert modelling to aid pupil's understanding.	<a href="#">EEF-Improving-Mathematics-in-Key- Stages-2-and-3-2022-Update.pdf</a>	1,4
Teachers will Explicitly give writing instruction using high-quality model writes and scaffolds. This will be led by the English leads and monitored for progress.	As evidenced by the EEF guide <a href="#">Teacher Feedback to Improve Pupil Learning.pdf</a>	1,5
PSHE lessons and pastoral support to build emotional resilience. Mental health Team offering 1-1 sessions, Mental health Assemblies and the introduction of MHA.	<a href="#">PSHE lessons and pastoral support to build emotional resilience.</a>  Children who were MHA at the end of last year have become "Young Leaders" at their feeder secondary school.	1,6

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

Budgeted cost: **£142,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily staffing of library for early morning (8.00) reading/homework club. 2x weekly sessions for Morning maths club for DS year 6 children run by year 6 teaching staff/maths lead.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> Ensure that all children have opportunity to a quiet space and adult support to ensure that they have a quiet space to read and complete any learning. Year 6 children taught in the year 6 classroom for maths.	1,2,4
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. SALT delivered by NP	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Ilsham English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
The use of individualised computer programmes to support pupils in areas where individual instruction is needed. ATOM LEARNING on line tool to support with maths and English. Nessy – reading/grammar for pupils with specific literacy difficulty Sats Bootcamp – all aspects of end of KS practice SPARX	The use of technology to support pupils according to their needs as identified by their assessments and teachers. A range of programmes available to ensure the right approach for the right pupil. EEF identify this as an effective way to support individualised instruction. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">education-evidence/teaching-learning-toolkit/individualised-instruction EEF</a>	
An additional adult to provide small group support throughout the Spring and Summer Toe-Toe	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">Small group tuition   EEF</a> Small group or individualised, targeted support for pupils has been shown to be an effective method of helping pupils to reduce the gap (reading and writing)	
The use of early language interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">Oral language interventions   EEF</a>	

Early identification of speech and language difficulties- with programmes supported by SP/Lang therapists delivered by trained teaching assistant. NP	<a href="#">Nuffield Early Language Intervention   EEF</a> Early intervention for pupils with low language levels has the most impact for ensuring they are able to catch up and stay with their peers. This is essential before moving to Ks2	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timid to Tiger programme for targeted families	The evidence base for CBT is well founded, additional evidence of impact of targeted support: <a href="https://pubmed.ncbi.nlm.nih.gov/21334564/">https://pubmed.ncbi.nlm.nih.gov/21334564/</a>	6 and 7
Groups and individual support available for those with emotional needs – with highly skilled practitioners, including a counsellor. Support for Young Carers and pupils of service personnel. Trauma Informed Schools (TIS) whole school training.	Evidence shows that pupils can't make academic progress if they are emotionally not in a place to learn. Time spent on developing pupils' awareness and understanding of their emotional state and how to regulate their feelings will have an impact on their academic outcomes.  <a href="#">Social and emotional learning   EEF</a>	6 and 7
Group sessions and one-one delivered by Mental Health Team. Play therapist and wellbeing team on needs basis New PSHE curriculum to support mental health, Mental health assemblies.	Talking therapy evidence  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6 and 7
DDSL to support families improve wellbeing, behaviour and attendance.	Attendance group to identify families who need support	6
Contingency fund for acute issues-food vouchers/ uniform / breakfast club.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of	7



	funding aside to respond quickly to needs that have not yet been identified.	
DDSL to build relationships with vulnerable families and signpost them to financial and mental health services locally.	Case studies show the effectiveness of this approach.	7

**Total budgeted cost: £268,008**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year and how we will measure whether they have been achieved.

Improved vocabulary, language, or oral skills.	The gap between pupil premium children's and non-pupil premium children reaching a Good Level of Development shows that PP children did better than non-PP children.	Pupil premium children's GLD was 3% higher than non-pupil premium children's GLD.
Improved phonics outcomes.	The gap between pupil premium children and non-pupil premium children passing the phonics screening check shows that non-Pupil Premium children outperformed Pupil Premium children but only by 3%,	Non-Pupil premium children's PSC was 3% higher than Pupil Premium children's PSC.
Improving reading outcomes for pupil premium children.	Comparing data from the end of 2023/24 with data from the end of 2024/25 in reading shows that in the majority of year groups a greater number of pupils in receipt of FSM were judged as working at age related expectation.	For example, in Year 6 (2023/4) 78% <b>2024/25 % ARE</b> 62% For example, in Year 1 (2023/4) 50% <b>2024/25 % ARE</b> 72%
Improved maths attainment at end points of KS2 for disadvantaged pupils.	Comparing data from the end of 2023/24 with data from the end of 2024/25 in maths shows that in the majority of year groups a greater number of pupils in receipt of FSM were judged as working a age related expectation.	For example, Year 6 34% <b>2023/24 % ARE</b> 56% <b>Year in 2024/25</b>
Improved attendance for disadvantaged pupils.	Attendance of persistently absent pupils improved by the end of July 2025 as the percentage dropped by 11.5%.	Autumn Term DS 31.9% Non-DS 24.4%  Autumn-Spring DS 24.9% Non-DS 19.4%  Autumn-Summer DS 20.4% Non-DS 17.4%

To improve the mental wellbeing and self-esteem of our disadvantaged pupils.	<p><b>Pupil survey results have remained high since 2024.</b></p> <p><b>Mental Health Ambassadors</b></p>	<p>Autumn Term 2025</p> <p>88% of pupils say they enjoy school.</p> <p>92% of pupils say there is an adult at school they can talk to if they are worried.</p> <p>83% of pupils say they feel safe at school.</p> <p>87% of pupils say their school encourages them to look after their mental health.</p> <p>All MHA that joined our feeder school applied for young leader roles. Some have returned as mentors to support in transition.</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
<p>Atom Home Learning</p> <p>Free for all children from year3 to year6 who are DA. This one-line service provides children with a tutor like support in Mathematics and Literacy.</p>	<p>ATOM HOME</p>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We used the £340 to support the service premium child through targeted TA support in class and pastoral support as required.
What was the impact of that spending on service pupil premium eligible pupils?	Child is working at expected level in all areas and participates in wider school life (clubs etc).

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*