

Pupil premium strategy statement – Winterton Community Academy

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	483
Proportion (%) of pupil premium eligible pupils	32%
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)	2024/25 2025/26 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr K. Rowlands (Headteacher)
Pupil premium lead	Mr R Featherstone (Deputy Headteacher)
Governor / Trustee lead	Mrs R. Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158, 025
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£158, 025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum through the academy approach of “Creating Equity” within a culture of “High Expectations”.

The focus of our pupil premium strategy is to prioritise and support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality 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 academy (EEF). Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will improve alongside progress for their disadvantaged peers.

Reading is the essential foundation for learning and disadvantaged pupils will be prioritised for targeted intervention to raise reading ages in line with their chronological ages. In addition, comprehension will be prioritised as part of the curriculum development.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Create equity within the curriculum

- Focus on reading & seek to ensure that reading ages are in line with chronological ages
- Ensure that all pupils, especially disadvantaged pupils, receive quality first teaching
- Adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- Focus on the impact of socio-economic impact of disadvantage on learning
- Provide inclusive care and support
- Focus on well-being support, behaviour and attendance
- Remove the barriers to achievement
- Act early to intervene at the point need is identified
- Further reduce suspensions, especially for disadvantaged pupils
- Create and facilitate opportunities to raise aspirations of disadvantaged pupils
- Enhance links with education providers at colleges and universities

Challenges

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

Challenge number	Detail of challenge
1	<p>In the absence of Progress figures for 2024-25, Attainment 8 and the Basics figures identify the continued gap between disadvantaged and non-disadvantaged pupils. Although placed relatively high in the local authority, an A8 figure of 37.6 compared to 49 for non-disadvantaged and Basics 5 of 17.1% compared to 47% demonstrate the attainment gaps.</p> <p>In addition, the data indicates the need to improve outcomes for disadvantaged pupils with SEND.</p>
2	<p>SATs & reading assessments of KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, between 25% - 41% of our disadvantaged pupils arrive below age-related expectations compared to 18% - 25% of their peers overall.</p>
3	<p>Academy performance data and our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their independence, monitoring and evaluation of their answers.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils, with an overall gap of 6.2% for 2024-25, an increase on the 2023-24 figure of 4.4%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, including the PASS Survey, observations of support within the academy and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial academy closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>Over 45% of pupils obtaining pastoral support via the Junction or Inclusion Officer were disadvantaged. 25% of disadvantaged pupils accessed the support, as opposed to 15% of non-disadvantaged.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on middle ability boys.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an Attainment 8 gap >0 an Attainment 8 gap for boys >0
Improved reading comprehension among disadvantaged pupils across KS3. To ensure that all disadvantaged pupils have a reading age at least in line with their chronological age.	Reading comprehension tests demonstrate improved reading ages and comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers eradicated.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student (PASS) and parent surveys and teacher observations. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 76 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued enhancement of teaching and learning through regular scheduled “Teaching & learning Communities” to offer peer mentoring and coaching for teachers and learning mentors around formative assessment and pedagogy.</p> <p>“Whole Class Feedback” is utilised to ensure regular feedback and opportunities to address misconceptions and support progress. This includes the use of technology to enhance the quality of feedback to pupils.</p> <p>Targets and reporting are amended to simplify understanding based on effort, and aspiration using SATs data to show pupil potential.</p>	<p>Dylan William approach to coaching and formative assessment to support pedagogical development in a supportive and evidence-based approach.</p> <p>Microsoft Word - Chapter X (TLCs) ed GS v4.docx (dylanwiliamcenter.com)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Five a day: supporting high-quality teaching for pupils with... EEF</p> <p>Using Digital Technology to Improve Learning EEF</p>	1,3
<p>Developing metacognitive and self-regulation skills in all pupils.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p>	1, 3, 5

<p>This will involve ongoing teacher training and support and release time.</p>	<p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Cognitive science approaches in the classroom - A review of the evidence.pdf</p>	
<p>Provide CPD through the NPQ's for leaders to develop their leadership approaches and enhance the design and implementation of the curriculum to benefit all pupils.</p>	<p>NPQ's provide a focused study to enhance leadership, using evidence-based research from the EEF and DFE.</p>	<p>1,3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Academics guidance.</p> <p>Disciplinary Literacy strategies to be developed within the curriculum.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Engage verbally more with DP's</p> <p>Reading opportunities in the curriculum – ensure that DP's are asked to read every lesson</p> <p>Departments raise the profile of reading through deliberate</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Academics</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>2</p>

<p>planning to support weaker readers and also enhance the curriculum implementation of reading comprehension.</p> <p>All pupils have a weekly <i>Reading Plus</i> lesson, to engage in reading with a focus on comprehension & fluency.</p> <p>Provide reading books - 'Book Swap'</p> <p>Year 7 are registered at Winterton Library</p>		
<p>Training in standardised diagnostic assessments will be provided for staff to ensure assessments are interpreted correctly. (Particularly relevant for new staff, including those in leadership positions)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,5
<p>Staffing allocation –</p> <ul style="list-style-type: none"> • Timetabling / allocation to support disadvantaged • Recruitment & retention– 	<p>Teaching staff in an inclusive academy have a deeper understanding of the pedagogy required to address the needs of learners, helping to create aspirational quality first teaching.</p> <p>Supported by high quality CPD, this will enhance the progress of all pupils and close the disadvantaged gap.</p> <p><i>Addressing Educational Disadvantage in Academies and Colleges, M. Rowland, 2021.</i></p>	1

<p>understanding of PP strategies</p> <ul style="list-style-type: none"> • Re-shape staffing based on assessment data <p>Timetabled KS4 intervention classes in English in Maths provides additional focus on DP's</p>		
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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

Budgeted cost: £ 36 025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Systematic Synthetic Phonics programme to support pupils with RA<9 using <i>Lexonik</i>.</p> <p>Tiered literacy support to ensure all pupils have a reading age at least in line with their chronological age. This includes targeted support in 1:2, small group and peer reading.</p> <p>Adopting a targeted & analytical reading programme in KS3 to support independent reading, especially for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>Ensure DP's RA at least in line with chronological age</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p><i>The Reading Gap, Alex Quigley, April 2020</i></p>	1,2
<p>Intervention strategies:</p> <p>Fortnightly 'Basics' meeting prioritises DP's in regards to analysis & actions.</p>	<p>It is important that the most vulnerable learners have access to the most effective teaching, and this applies to the intervention based on valid & reliable data.</p> <p>The one-to-one or small group tuition approach allows the teacher or tutor to</p>	

<p>Intervention prioritises DP's, based on data analysis sheets</p> <p>Targeted intervention – dept / academic / pastoral</p> <p>Personalised online learning package – GCSE Pod</p> <p>RSL focus on DP's in meetings, prioritising intervention for DP's</p>	<p>focus on the needs of the learner and provide teaching that is closely matched to each pupil's understanding.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND eg. the Pupil Support Centre / Hub 	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £46 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>There is a separate plan for SEMH.</p> <p>Development of Relationships</p> <ul style="list-style-type: none"> Transition – identified DP's. Profiles. Rewards – 30% DP's Celebration events – 30% DP's <p>Restorative practice – priority with DP's</p>	<p>SEMH is intrinsically linked to classroom learning and every aspect of academy life.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p> <p>Self-Regard & impact of positive feedback. If low self-regard, then feedback has little impact.</p>	1, 5
<p>Embedding principles of good practice set out in DfE's Improving Academy Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve</p>	<p>The DfE guidance has been informed by engagement with academies that have significantly reduced persistent absence levels.</p> <p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,4

attendance. (See separate attendance strategy) • Priority calls to DP's.		
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Deliver rewards to house – parents see impact of success • Positive texts / calls to DP pupils prioritised • Parental voice – what we do well / improve on? • Family links & involvement re:pre-exams / key events • DP parents/carers prioritised for parents' evening 	<p>There is an established link between the home learning environment at all ages and children's performance at academy. Academies and parents have a shared priority to deliver the best outcomes for their children.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	1,4,5
<p>Aspirational activities are undertaken to support educational progression and future employment. DP's are all given access to:</p> <ul style="list-style-type: none"> • involvement in business links • College interviews • 1:1 careers meetings • University visits • Clarity of costs of HE / FH • Over-representation on sports teams, trips/visits and extra-curricular activities. 		1,4
Ensuring that disadvantaged pupils have the resources required, including uniform support	An impact of socio-economic disadvantage is the absence of specific resources to access the curriculum. This is especially so regarding digital technology.	1
Contingency fund for acute issues.	Based on our experiences and those of similar academies to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 158 025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the absence of Progress 8 data for 2024–25, Attainment 8 and Basics measures provide the clearest indicators of performance. These figures highlight a persistent attainment gap between disadvantaged and non-disadvantaged pupils. While the school is positioned relatively high within the local authority, disadvantaged pupils achieved an Attainment 8 score of 37.6, compared to 49 for non-disadvantaged peers. Similarly, the Basics (Grade 5+) measure shows 17.1% for disadvantaged pupils versus 47% for non-disadvantaged pupils. These outcomes demonstrate that, despite some strengths, significant gaps remain in core attainment measures.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including reading ages, attendance, behaviour and wellbeing. The data demonstrated that 33% of disadvantaged pupils had a reading comprehension age at least in line with their chronological age at the beginning of the 2025-26 academic year using Reading Plus data. Vocabulary levels are at 68%, but overall proficiency is at 34% for disadvantaged pupils. Reading Plus has only been utilised for pupils since March 2025 for KS3. A greater focus on disadvantaged pupils is required through more impactful interventions and CPD to support classroom practice, in addition to the scheduling of specific Reading Plus lessons for all pupils.

The attendance of our disadvantaged pupils compared to non-disadvantaged still highlights a gap, however overall attendance for the academy remains strong alongside local and national data.