



Windermere Primary School

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Windermere Primary School
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Gilliver
Pupil premium lead	Carly Garfen
Governor / Trustee lead	Caroline Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75750

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil in the school achieves their potential, making good progress across the school curriculum and developing learning and interpersonal skills that will help them to achieve well in the next stage of their education.

We know that for most of our disadvantaged pupils there are barriers to learning such as weak language and communication skills, lack of confidence, home support issues, as well as other individual contextual issues, some of which may be complex and prevent children from flourishing. We utilise pupil premium funding to support disadvantaged pupils in overcoming these barriers.

Although funding is based on specific deprivation measures such as Free School Meal eligibility, it is recognised that other pupils are also disadvantaged due to home and family circumstances. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The funding is used to support these pupils, ensuring that every child has the opportunity to grow and learn in a supportive environment.

Quality first teaching is the foundation of our strategy, and the use of qualified, highly skilled teachers and teaching assistants for individualised interventions form a key element of our strategy to close the gap between attainment for the disadvantaged and their peers.

For some children in our school, access to a broad and enriched curriculum with opportunities for additional experiences and extra-curricular learning is crucial to enable them to succeed academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment and progress
2	Maths attainment and progress
3	Additional family vulnerabilities including lack of support, enrichment opportunities, particularly taking in to account the current national crisis
4	Poor social emotional mental health

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
Close the gap in writing attainment and progress between the disadvantaged and non-disadvantaged	Disadvantaged pupils will achieve in line with their non-disadvantaged peers and pupils nationally
Close the gap in maths attainment and progress between the disadvantaged and non-disadvantaged	Disadvantaged pupils will achieve in line with their non-disadvantaged peers and pupils nationally
Pupils will be able to manage and regulate their own Social Emotional and Mental Health (SEMH) through a range of strategies	Pupils are able to identify and use strategies that help improve their SEMH so that they can self-regulate their behaviour more effectively which in turn removes barriers and improves learning outcomes
Increasing cultural capital opportunities for disadvantaged pupils.	Disadvantaged pupils have the same access to the cultural capital opportunities offered at Windermere Primary including all workshops and trips that enhance experiential learning as the school subsidises these events. Devices have been given to families that can't afford devices at home.

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: £37875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 3, 4 and 5 teachers working with the Maths Hub to be trained to deliver the Mastering Number programme supporting improved number security across KS2 embedding the KS1 work from the previous year.</p> <p>Teachers working with maths advisors to plan and deliver precise and targeted teaching to ensure rapid progress of disadvantaged pupils.</p> <p>Participation in Matrix Teaching for Mastery (maths) program.</p> <p>Participation in 'Reaching the Expected Standard in Y6' maths program.</p>	<p>Supporting high quality first teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective CPD</p>	1 & 2

<p>Leaders taking part in 'Raising attainment in writing for disadvantaged children project' to be rolled out across the school.</p> <p>Reading Fluency Program CPD (HFL)</p> <p>Reading Fluency (English Hub)</p> <p>All teachers trained by the English advisor to improve teaching and learning in writing across the school.</p> <p>EYFS advisor leading and supporting EY teaching team to plan and deliver high quality provision.</p>		
<p>TAs to attend Terrific Talkers Program for supporting language development in EYFS</p> <p>Teaching assistants to attend CPD to support understanding of key roles across the school, subject specific learning and specific SEND needs and how to support pupils to access learning, become more independent learners and make links between interventions and class learning.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>EEF Oral Intervention</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Professional Development</p> <p>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)¹. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in</p>	<p>1, 2 & 4</p>

	proportion to the number of pupils on FSM. EEF Teaching Assistants	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention: Training provided for Teaching Assistants to deliver Little Wandle Rapid Catch Up	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. EEF Phonics	1
Reading Fluency Supports children to develop their literacy skills through broadening vocabulary, increasing self-confidence, enjoyment and comprehension of texts.	EEF Literacy Guidance Report	1
Times Tables Rock Stars package to support learning of times tables increasing mathematical fluency and reducing cognitive load. This includes rehearsal at home where parents are unable to support.	EEF Improving Mathematics	2, 3
Spelling Shed package to support spelling and phonics rehearsal for pupils including at home where parents are unable to support and to reduce cognitive load when writing	EEF Literacy Guidance Report	1, 3
Letterjoin handwriting package to develop continuous cursive handwriting to reduce cognitive load	EEF Literacy Guidance Report	1
Small group tuition and extension groups to support children's learning gaps	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with	1 & 2

	<p>two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF Small group tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory circuit provision to small groups daily to support readiness for learning, self-regulation and physical awareness and development	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 Social and Emotional Learning	4
TA to be trained to deliver Drawing and Talking Therapy.	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 Social and Emotional Learning	4
Family Support worker provides support to pupils in school to support their wellbeing, friendships and resilience, as well as supporting their	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. EEF Behaviour Interventions	4

<p>families to access wider parenting support for needs.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programs which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programs for families in crisis. EEF Parental Engagement</p>	
<p>Mentoring of pupils to support confidence and build relationships in school, supporting regulation to access learning.</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. EEF Mentoring</p>	<p>3, 4</p>
<p>Opportunities for wider educational experiences through subsidised after school clubs (Netball, football, multi-sports, Lego, drama and dance); wider opportunities (Maths master class) and trips (Kew Gardens, Residential).</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. EEF Arts participation</p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise. EEF Physical activity</p>	<p>3</p>

Total budgeted cost: £77660

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcomes for pupils at the end of Year 6 showed an increase in the % of Pupil Premium pupils achieving the expected standard in reading compared to the previous year by 16.7%. Pupil Premium children in Year 4 improved MTC average score by 3% and % of pupils who scored 25 was up by 11.1%.

The consistent approach to teaching phonics and early reading led to a 9% increase in those passing the phonics screening at Year 1, of which there was a 30.4% increase in pass rate for Pupil Premium children. Our internal tracking showed that pupils in Year 2 made good progress in maths and reading compared to their reception GLD. Parental engagement on supporting with early reading have ensured that reading and phonics practice at home has improved with parents feeling more confident.

In Reception, Pupil Premium Eligible attained the same as non-PPG children in achieving a good level of development.

Weekly mentoring sessions supported children to gain self-confidence and ownership of their learning, while counselling supported children to process previous trauma to be able to attend well and regulate better to be more ready to access learning. Resilience, behaviour and friendship groups supported children to feel more confident and develop improved relationships to feel happier coming to school, with improved attendance rates. Children have begun to develop their emotional literacy and to more effectively manage friendships and social interactions.

We have provided breakfast club places to support parents and facilitate children being in school on time ready for the start of the day. Providing places in clubs, on activities and residential ensured cultural capital development for our Pupil Premium children.

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
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Essential Writing	HFL Education
Penn Resilience Mentoring	Vista St Albans Plus
White Rose Scheme	White Rose