

Pupil premium strategy statement – The Winstanley School

This statement details our school’s use of pupil premium (and recovery 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	648
Proportion (%) of pupil premium eligible pupils	273 (42.13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was reviewed and re-published	12/2024
Date this statement will be reviewed	12/2025
Mid Year Review	06/2025
Statement authorised by	Mr Dave Bennett, Headteacher
Pupil premium lead	Mr Pankaj Thacker, Assistant Headteacher
Governor / Trustee lead	Mr Tim Rogers, Chair of Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,350
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£259,350

Part A: Pupil premium strategy plan

Statement of intent

“..transforming the Valley of Trouble into the Gateway of Hope.”

*All of our PP students will **SHINE brighter than they thought they could**. All of our PP students will access the curriculum, be literate and express their views. All will have access to a wide variety of opportunities, belong to our community, be encouraged to be a leader and be successful in a number of different ways.*

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium students underperform PP students make less progress than other attaining students across the whole school.
2	Gaps in Learning Many PP students need to catch up in core subjects: English, Maths and Science.
3	Behaviour for Learning For a small number of PP students behaviour for learning presents a challenge in accessing the curriculum.
4	Low Literacy Levels PP students arrive in Year 7 with weak literacy levels (including speaking and listening); low levels of literacy therefore delays their progress overall.
5	Low attendance rates Attendance rates for PP are below the target of 95% for all students which mean they fall behind. PP students are more likely to be PA.
6	Parental engagement PP parents have more barriers which prevent effective engagement
7	Lack of access to social experiences Evidence of fixed mindset in our PP students which leads to a lack of aspirations and underachievement.
8	Lack of world knowledge and awareness

	Lack of access to a wide variety of experiences can limit understanding and access to the curriculum.
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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
PP students across KS3/4 have increased level of progress	PP students are making as much progress as non PP students across the key stages.
PP students catch up and match outcomes for other students nationally in GCSE especially in English, Maths and Science	PP students at The Winstanley School do at least as well as students nationally in English, Maths and Science. PP students also show expected and more than expected progress in non core subjects.
Behaviour for learning issues across the school are addressed and managed	Improved progress for targeted students and fewer behaviour issues recorded for PP students. Reduced FTE, IE and On Calls for PP students.
Progress of PP students improve	Students eligible for PP make more progress by the end of the year than other pupils so that at least 50% reach their aspirational target.
PP students have low reading ages	PP students show improved reading ages / higher level of engagement in reading at KS3.
Increased attendance for PP	Attendance of PP students increases to 95% or above. Persistent absence (PA) for PP students declines.
Increased prevalence of a growth mindset in PP students	Number of PP students choosing Level 3 courses at Post 16. Number of PP NEETS continues to decline.
Increased exposure to / participation in a variety of new experiences to broaden minds and facilitate increased access to the curriculum	All Pupil Premium students take part in at least one educational visit and one extra-curricular club.

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: £ 85,000

Activity	Evidence that supports this approach	Evidence of Implementation	Challenge number(s) addressed
<p><i>Excellent Learning and Teaching for all</i></p>	<p>EEF toolkit and Sir John Dunford make clear that the most important factor in raising achievement for all students is the quality of Teaching and Learning. The Sutton Trust states: ‘For PP students the difference between a good teacher and a bad teacher is a whole year’s learning.’ EEF Guide to The Pupil Premium adds: “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>“Teaching to the top has been a long standing principle of effective teaching from my perspective. If you crack it, you crack most other things too; the bar is raised for everyone.” Tom Sherrington</p> <p>“It’s all about the teaching. Leaders have to know what great teaching is like and how to improve it.” Coulson in Blatchford (2020).</p>	<p>Observation cycles.</p> <p>Collaboration within MAT and outside of the MAT (Professional Pathways; XMAT meetings etc).</p> <p>EFA: TLC meetings, peer lesson visits and teacher action planning part of updated PIP process</p> <p>Peer observation within MAT and outside of the MAT.</p> <p>Role of Lead Practitioners / SLT.</p> <p>REALiFE Curriculum (over over 40% PP).</p>	<p>1, 2, 4, 6, 7, 8</p>

		<p>Embedding Formative Assessment is promoting Quality First teaching and will improve performance of all including PP students</p> <p>QA Process.</p> <p>Authentic Experiences - making classroom learning relevant.</p> <p>Parents' Evenings.</p> <p>Challenge Partners Quality Assurance reports.</p>	
<p>High quality, regular feedback</p>	<p>EEF Toolkit some research suggested: 'an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.'</p>	<p>On-going CPD of staff.</p> <p>Examples:</p> <p>X MAT.</p> <p>Strategic planning.</p> <p>EFA TLC/ paired observations have a specific focus on assessment and feedback. This will feed into the review of departmental assessment policies in the new year.</p> <p>Learning Walks – linked to QA.</p>	<p>1, 2, 4, 6</p>

		<p>Regular monitoring through observation and work scrutiny (whole school policy).</p> <p>REALiFE Curriculum (over 40% PP) - Parent Showcase.</p> <p>Parents Evenings</p> <p>Challenge Partners Quality Assurance reports.</p>	
<p><i>Improve whole school literacy by prioritising reading in all year groups.</i></p>	<p>The aim is to make sure that all pupils are reading to improve their literacy levels. The use of this enables us to track a pupils reading log and their progress. Research from 'Closing the Gap' has heavily influenced our focus on literacy as a whole school.</p> <p>Hart and Risley (2003) found that children from lower socio-economic households have a word gap compared to those who live in professional households. Crucially, they also found that the number of words a child heard varied significantly depending on the household's socio-economic status. On average, children from families on welfare heard approximately 616 words per hour, while those from working class families heard approximately 1251. Children from professional families exceeded both, hearing approximately 2153 words per hour. This gap means that some pupils will start their school having heard 30 million fewer words than other children their age.</p>	<p>Tutor time reading groups for all students (text are 'interesting and relevant' Ofsted 2023)</p> <p>Lexonik Leap and Advance as interventions for students with reading scores that are below the national average.</p> <p>Sparx Reader embedded into our new Independent Study Programme. Crew Leaders trained to support students to achieve high comprehension scores</p>	<p>1, 2, 4, 6, 7</p>

	<p>“We place a particular focus on developing pupils’ vocabulary, as vocabulary knowledge is a predictor of achievement and is often related to socio-economic status.” Dixons Kings Academy. EEF Guide to the Pupil Premium.</p> <p>“Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years.” Dixons Kings Academy. EEF Guide to the Pupil Premium.</p> <p>“The language gap is the disadvantage gap; tackling it is the closest you can come to a golden ticket” Marc Rowland</p> <p>“When we are safe and when we are well we have the freedom to talk. For those who often struggle with reading and writing, talking and debating the ideas and the knowledge first is also the perfect strategy to make the writing flow.” Hyman in Blatchford 2020.</p>	<p>TAS being trained to deliver shared reading sessions modelled on Jo Puttick’s reading training.</p> <p>Library Ambassadors group is now part of the student leadership body.</p>	
<p><i>PP students have quality personalised support in all subjects and all year groups</i></p>	<p>John Dunford speaks about the need for ‘Forensic Personalisation’. This is especially true for PP students. Middle Leaders, Teachers, Tutors and behaviour and attendance support need to work together to ensure that the individual needs of each PP student are met. EEF Toolkit some research suggested: ‘an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.’</p> <p>“Know every child. Knowing a child enables a response that can work for that child.” Coulson in Blatchford (2020).</p>	<p>Raising Standards Leader, Learning & Teaching SLT, Heads of Department and Pupil Premium Lead will oversee this.</p> <p>Year 11 targeted Support</p> <p>Tutors know their tutees and share relevant information with Heads of Years / Heads of Department /</p>	<p>1, 2, 3, 4, 5, 6</p>

	<p>“Inclusion is as much about adapting the school to the child as it is about adapting the child to the school. Settings are most effective when they embed inclusive and effective leadership in both their vision and their day-to-day actions.” Gilbert in Blandford 2019.</p>	<p>SENDCo / PP Lead as necessary to enable personalisation of support.</p> <p>SEND.</p> <p>LABS Meetings.</p> <p>Free revision guides and subsidised equipment provided in many curriculum areas.</p> <p>REALiFE Curriculum (over 40% PP).</p> <p>Analysis meetings after tracking for KS4/KS3 with Raising Standards Leader.</p> <p>PP Lead will work with Heads of House / Attendance Officer after each tracking.</p> <p>PP Lead to ensure that it is regularly discussed at ML meetings.</p>	
<p>Use the Gatsby Benchmarks to ensure all PP students have high quality</p>	<p>Clear evidence from the Gatsby Benchmarks that strategies it contains ensures that students are much less likely to be NEET at the end of school.</p>	<p>Careers Leader (BJA) has worked with our Enterprise Adviser and Careers Adviser (MGO) to organise a comprehensive careers programme across the five years of school which</p>	<p>1, 3, 6, 7, 8</p>

<p>careers education</p>		<p>will benefit all students but especially PP students. PP priority for all careers meetings etc.</p> <ul style="list-style-type: none"> ● University trips ● Open Days ● SHINE Brighter events ● Careers Fair ● CV Writing Workshops ● Mock Interviews ● Skills Workshops ● Sessions to support PS16 applications ● Guest Speakers <p>SHINE Centre: college transition / collaborative work; work experience.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Evidence of Implementation	Challenge number(s) addressed
<p>Raise performance of Year 10 and 11 students in English and Maths</p>	<p>EEF toolkit states that: (the) 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.'</p> <p>Financial limitations mean that we cannot afford 1:1 tuition but will focus on small group teaching for those who need extra support.</p>	<p>English revision guides & set texts provided</p> <p>After school extra maths classes offered to all students with PP students targeted for extra support.</p> <p>Targeted tutor time intervention in Maths and English to give priority to PP students (2 mornings week).</p> <p>Calculators and equipment (full pencil cases) provided in maths as needed.</p> <p>SPARX maths used to provide out of class support.</p> <p>Sparx Reader to improve reading skills and so improve English performance.</p> <p>Reading groups to improve reading skills and so improve English performance.</p> <p>Whole school focus on Independent Learning to develop students working at home. Study club after school to support students who find it difficult to do at home.</p> <p>Class teacher tracking to inform intervention and reflect on impact.</p>	<p>1, 2, 4, 6</p>

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

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Evidence of Implementation	Challenge number(s) addressed
<p><i>Behaviour for learning issues across the school are addressed and managed</i></p>	<p>The EEF toolkit finds mentoring less effective than many other interventions. Our own evidence from 2020-21 would suggest that our mentoring system has considerable impact and so we will continue to use it.</p> <p>“You have to acknowledge misinterpreting pupil behaviour - requires leaders with great sensitivity, both with children and helping colleagues develop more refined approaches with different children.” Coulson in Blatchford (2020).</p>	<p>Behaviour and Attendance reset across the whole school to ensure consistency.</p> <p>Assistant Head ensures that it is a regular agenda item on SLT meetings.</p> <p>Parents’ evenings and meetings - extra intervention / priority appointments / parental communication.</p> <p>SLT / HOYs / mentors / PP Lead will meet regularly with students; especially PP students they are assigned to.</p> <p>Progress will be monitored regularly.</p> <p>LABS.</p> <p>Mental Health and Wellbeing practitioner</p> <p>Tutors know their tutees and share relevant information with Heads of Years / Heads of Departments / SENDCO / PP Lead as necessary to enable personalisation of support.</p> <p>Nurture.</p>	<p>1, 3, 6</p>

		Support from external agencies.	
<i>Increase attendance rates for PP students and decrease PA in PP students</i>	The support ensures that they are able to get to school. The NFER briefing on raising performance of PP student's states: 'more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately when a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.'	Assistant Head to work with PP Lead to lead HOYs and Attendance Officer to ensure that attendance strategies are implemented. Tutors to monitor PP students' attendance closely and liaise with the attendance manager over any concerns. Tutor competitions; attendance charts on all walls; certificates in assembly; letters home with attendance contract; assemblies; tutor time intervention; home visits; liaison with School Inclusion Team. Family Support Worker	1, 2, 4, 5, 6
<i>Challenge fixed mindsets and raise aspirations</i>	Little research has been done in the UK to establish the success of this approach. However, a Stanford University study of students in Chile showed: 'Growth mindset tempers the effects of poverty on academic achievement.' "Belief that all can succeed - the mark of a great leader is how far they can persuade colleagues that outcomes can be different from what currently looks likely." Coulson in Blatchford (2020).	SHINE Character and Culture Programme: Whole school events: #helloyellow; Black History Month; Remembrance; Anti Bullying; Holocaust; Stephen Lawrence; Online Safety Week; National Sports Week and LGBTQ (Pride). Assemblies for all at the beginning of the year. Re-visit through the year. Raise aspirations specifically for Year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks. Outside speakers.	1, 3, 4, 5, 6, 7, 8

		<p>Variety of career events for all years. SHINE Brighter events. KS4 Careers Interviews (PP a priority). University visits / workshops in school; trips and wider curriculum offer. Group of Year 10 disadvantaged students taking part in a University of Leicester programme to raise aspiration Junior Leadership Team. Leicester Citizens. Curriculum coverage (RSE Audit).</p>	
<p><i>All PP students have access to a wide variety of experiences</i></p>	<p>Research hasn't been undertaken on all types of educational visits, however the EEF toolkit does consider outdoor education visits and states: 'Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.' Our own evidence suggests that students taking part in visits and extra-curricular activities improve their learning skills and also increase their motivation in school.</p>	<p>Assistant Head and Pupil Premium Lead will decide on the level of subsidy on visits and a central spreadsheet will be kept to monitor student access. The ASPIRE programme (privately funded through sponsorship and community) provides students with opportunities to access clubs and wider curriculum activities after school every day. They are also provided with some hot food at the end. Raise aspirations specifically for Year 11 through 'Raising Achievement Assemblies', 'Maximising Potential' Talks. Outside speakers. Variety of career events for all years. KS4 Careers Interviews (PP a priority).</p>	<p>1, 3, 7, 8</p>

		<p>University visits; trips and wider curriculum offer.</p> <p>Rewards Trips.</p> <p>Educational Visits</p> <p>Junior Leadership Team.</p> <p>Leicester Citizens.</p> <p>Big Get Together.</p> <p>Curriculum coverage (RSE Audit).</p> <p>Invitation only sports clubs in PE</p> <p>Additional support for instrumental tuition and extra access to the music room and instruments to rehearse.</p> <p>SHINE Centre: Appropriate Provision</p> <p>Provision theatre trips; sports trips; experiential learning; outdoor education etc.</p>	
<p><i>All PP students have the resources needed to succeed</i></p>	<p>PP students in previous years have made clear how important it is that they are given resources to enable them to achieve.</p>	<p>PP Lead will work with the Deputy Head to monitor this to ensure that all students have access to the resources they need including uniform and equipment.</p> <p>PP Lead to have a central database.</p> <p>Letters home to parents explaining support on offer; section on all trip letters regarding support we can offer.</p> <p>Support with uniform and equipment</p> <p>LABS - triage to see what support can be offered (internal and external).</p> <p>SHINE Centre: sportswear; uniform; chromebooks.</p>	<p>1, 3, 6, 7, 8</p>

<i>Parental engagement of PP students is strengthened</i>	The association between parental involvement and a child's academic success is well established.	Parents Evenings - personalised contact (tutor; PP Lead). Use of Social Media. Rewards System. ADHD Parental Support Group. Parental Meetings.	6
<i>Contingency fund for acute issues.</i>	Based on our experiences and those of similar schools 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.		All

Total budgeted cost: £ 240,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Pupil Premium - 52 students

Measure	2024 all students (52)	2024 Non-SHINE & Behaviour (43)	2023 all students (37)	2019 (39)
KS2 APS	100	101	98	4.34
Progress 8	-1.18	-0.90	-1.21	-1.34
PP gap	0.78	0.67	0.55	0.38
% 9 – 7 Eng & Ma	0	0	0	2.6
% 9 – 5 Eng & Ma	13.5	16.3	4.9	5.1
% 9 – 4 Eng & Ma	15.4	18.6	19.5	17.9
% 9 – 7 Eng	1.9	2.3	2.4	2.6
% 9 – 5 Eng	15.4	18.6	14.6	17.9
% 9 – 4 Eng	21.2	23.1	24.4	30.8
% 9 – 7 Ma	9.6	11.6	2.4	2.6
% 9 – 5 Ma	19.2	23.3	12.2	5.1
% 9 – 4 Ma	36.5	44.2	36.6	25.6

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

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The impact of that spending on service pupil premium eligible pupils

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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.