

Pupil premium strategy statement – Winston Churchill School 2025-26

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 | 1442 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| 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) | 2025/26-2028/29 |
| Date this statement was published | Dec 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Z Johnson-Walker (Headteacher) |
| Pupil premium lead | Lucy Markham (Assistant Headteacher) |
| Governor / Trustee lead | Amanda Newton (Governor) |

Funding overview

| Detail | Amount |
|--------------------------------------------------------------------------------------------------|-----------------|
| Pupil premium funding allocation this academic year | £312,850 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £9661 |
| Total budget for this academic year | £322,511 |

Part A: Pupil premium strategy plan

Statement of intent

Winston Churchill School is aspirational for all its students, and this Pupil Premium strategy reflects our commitment to ensuring that disadvantaged students are provided with the opportunities and support they need to succeed academically, socially and emotionally. The school will foster a strong sense of belonging for all disadvantaged students and their families, ensuring they feel welcomed, valued and included in all aspects of school life. Through high-quality teaching, targeted support and consistent pastoral care, staff will develop resilient, confident learners who are able to overcome barriers to learning. As a result, disadvantaged students will leave Winston Churchill School with the skills, qualifications and personal attributes required for further study, employment and positive participation in society.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Literacy – Lower levels of literacy, reading and comprehension impacts progress in all areas. There is an increasing number of students with identified SEND needs, as well as students with low levels of literacy not on the SEND register. |
| 2 | Academic support – students from disadvantaged families are more likely to have significant gaps in knowledge and understanding. Literacy, numeracy and student autonomy are key to catching up. |
| 3 | Metacognition and learning autonomy – research and school observation indicates that disadvantaged learners lack self-regulation strategies to enable them to be effective independent learners with the confidence to improve their own knowledge and understanding. |
| 4 | Responsible and respectful learners - Disadvantaged students and their families have not always engaged positively with the school, this can result in low motivation and/or aspiration and can mean disadvantaged students do not always follow school rules and expectations. |
| 5 | Personal wellbeing - Disadvantaged students are more likely to need support to be emotionally equipped to deal with the normal challenges & pressure of school. This is an ongoing challenge for many families and often has an impact on attendance. Providing emotional support, as well as building resilience is key. |
| 6 | Ready to learn – as the proportion of FSM has and is increasing, more families will have limited funds to purchase school essentials and uniform resulting in attendance and learning barriers. |

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| 7 | Attendance – attendance for all learners has reduced, locally and nationally, disadvantaged students are impacted more than their peers. |
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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 |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved reading, comprehension and literacy amongst disadvantaged students | <ul style="list-style-type: none"> - Reading assessment scores demonstrate progress. - Progress and attainment in English language(writing) and English literature (reading) show improvements. - Whole school literacy strategies introduced and embedded routinely in teaching activities. - Writing at length improves demonstrated through book scrutiny and improved assessment outcomes and GCSE attainment and progress in key subjects (e.g. English, history, drama etc) - Increased vocabulary range for disadvantaged students - Improved engagement in learning from disadvantaged students. (Report FFIs, behaviour and achievement points) - Students identified early for literacy interventions |
| Improved attainment and progress for disadvantaged students across the curriculum at the end of KS4 | <ul style="list-style-type: none"> - Positive P8 scores for disadvantaged students in each of the “buckets” - Attainment 8 score for disadvantaged students is comparable to non-disadvantaged |
| Improved metacognitive and self-regulatory skills among disadvantaged students. | <ul style="list-style-type: none"> - Winston Competency soft assessments for disadvantaged students show progressive improvements - Behaviour point and achievement point data for disadvantaged students indicates improved self-regulation - Home learning completion, progression chart use for disadvantaged students improves - Academic progress and attainment indicate self-regulation improved |
| Improve engagement of KS4 students | <ul style="list-style-type: none"> - Yr 9 disadvantaged students are on the “right” courses. - Feedback from students and options teachers indicates students are engaged and motivated. - Disadvantaged students achieve positive Progress 8 for “bucket 3” (option subjects). - Disadvantaged students attainment for “bucket 3” (options subjects) is in line with attainment for non-disadvantaged. - No disadvantaged students become NEETs - Disadvantaged students attending intervention sessions |

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| Improved engagement, motivation and wider participation for disadvantaged students | <ul style="list-style-type: none"> - Disadvantaged students' engagement and attitudes to learning improve and are comparable with non-disadvantaged –student voice, achievement point and Winston Extra - Disadvantaged students' representation at extra-curricular increased. - Increased representation of disadvantaged students in "leadership" roles - Improved and sustained engagement from disadvantaged families at PCEs and Learning Review. |
| Improve wellbeing for disadvantaged and vulnerable students. | <p>Improved and sustained wellbeing will be demonstrated:</p> <ul style="list-style-type: none"> - Data from student voice and parent voice - Teacher observations and analysis of CPOMMS and wellbeing intervention impact. - Reduced BP, improved APs; detentions, IEC and exclusions data for learners who are disadvantaged. - Increased engagement with extra-curricular and enrichment activities |
| Disadvantaged students equipped and ready to learn | <ul style="list-style-type: none"> - Disadvantaged students have appropriate equipment. - Work in their exercise books to be proud of. - Feedback in assessment folders acted on, and sustained progress over time. |
| Attendance - Improve and sustain high levels of punctuality and attendance for disadvantaged students. To reduce Persistent Absentees (PA)/ "low attenders" among disadvantaged students. | <p>Improved and sustained attendance and punctuality will be demonstrated 2025-2026 by:</p> <ul style="list-style-type: none"> - The overall absence rate for all learners will have moved above 96%. - The attendance of disadvantaged peers will be in line with non-disadvantaged peers. - Persistence absence will be significantly reduced and be sustained below national average secondary schools for the academic year 2024-25 aspirational aim below 10% |
| Smooth and effective transition from Yr 6 to 7. | <ul style="list-style-type: none"> - Gap between attendance of disadvantaged at WCSC and non-PP nationally closes. - Reduction in PA |

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: £ 82,655

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Whole school T&L priority on developing autonomous learners and minimising learning “drift” through specific classroom strategies that will improve progress for disadvantaged students. | EEF toolkit: metacognition & self-regulation – high impact Feedback – high impact Collaborative learning approaches – high impact | 1 2 3 5 |
| Whole school T&L priority on in-class intervention strategies to improve progress for disadvantaged students. | EEF Toolkit – Feedback - high impact Collaborative learning approaches – high impact metacognition & self-regulation – high impact | 1 2 3 5 |
| Embedding existing literacy strategies around vocabulary, reading, comprehension & writing. CPD & training on techniques to improve oracy | EEF Toolkit: Oral Language Interventions – high impact Reading Comprehension strategies – high impact EEF – recommendations to improve literacy Why closing the word gap matters – OLR | 1 2 3 |
| Year Leaders, Subject Leaders and classroom teachers prioritise specific strategies to improve engagement, progress and attainment of disadvantaged students. | EEF Toolkit - metacognition & self-regulation – high impact Feedback – high impact Reading Comprehension strategies – high impact Collaborative learning approaches – high impact | 1 2 3 4 5 6 7 |
| Winston Extra and competency based curriculum embedded across all subjects. | Achievement for All tool kit to support disadvantaged students provided range of effective strategies that can be applied in the “classroom”. EEF Toolkit - metacognition & self-regulation – high impact Collaborative learning approaches – high impact | 3 4 |
| School-wide focus on student work and assessment folders. Disadvantaged student work reviewed and feedback provided. Personalised student briefings to teachers & wider staff | EEF Toolkit – Feedback - high impact EEF – recommendations to improve literacy EEF Toolkit - metacognition & self-regulation – high impact | 1 2 3 4 |

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

Budgeted cost: £ 89,980

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| In class and small group tutor support to improve progress in English & Maths. | EEF Toolkit: One to One Tuition – high impact shows that students can make 5 months of progress through 1:1 tuition | 1 2 3 |
| Targeted literacy interventions for those with the greatest need Year 7 intervention group for literacy Y7 Foundation Class | EEF – Reading Comprehension strategies – high impact EEF & a range of additional sources indicate that literacy and reading are critical to academic progress and social development. | 1 |
| Home learning set regularly, clearly structured and linked to class learning. Involvement of parents in learning at home. | EEF Toolkit – Home learning – High Impact/Parental Engagement – impact of 4+ months EEF findings show that homework benefits students and can enhance attainment for disadvantaged students. EEF Toolkit: Parental Engagement – impact of 4+ months | 3 4 7 |
| KS3 Summer School | EEF – Summer Schools – impact of +3 months | 4 5 6 7 |
| Structured Conversation model used to support disadvantaged students & families with learning. | EEF Toolkit: Parental Engagement – impact of 4+ months Government support and experience of improved transition shows that disadvantaged students are more engaged and make better progress. | 3 4 5 6 7 |
| KS3 programme to support students to apply school wide strategies autonomously. | EEF Toolkit – Metacognition and self-regulation has the greatest impact on learning and progress. | 1 2 3 4 6 |
| KS4 Prep group and form time intervention programme to develop study skills. | EEF Toolkit – Metacognition and self-regulation has the greatest impact on learning and progress. | |

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

Budgeted cost: £ 151,873

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Disadvantaged students mentored/coached to take on leadership roles. | EEF – Pupil Premium model shows that involvement in whole school activities. Greater impact if linked the classroom (WEX) | 5 7 |
| Attendance monitoring & support alongside high quality first teaching – Assistant Educational Psychologists, Home School Link workers & Attendance Officer) | EEF Toolkit: Parental Engagement – impact of 4+ months Behaviour interventions – 4 months impact on students EEF – Pupil Premium model shows that disadvantaged students benefit from being taught explicitly how to manage emotions. | 4 5 6 7 |
| Broader participation in school opportunities e.g. sport, music, drama Free music lessons for PP students | EEF – Pupil Premium model shows that involvement in whole school activities. Greater impact if linked the classroom (WEX) EEF toolkit – Arts participation - +3 months Social & emotional learning - +4 months impact | 5 7 |
| Year 6-7 Summer School to aid transition | EEF Toolkit – parent engagement, reading and comprehension, School uniform, small group tuition, Summer Schools | 1 2 4 5 6 7 |
| Programme of alternative curriculum activities. Financial and access support for students | EEF toolkit – Social & emotional learning - +4 months impact EEF – Pupil Premium model shows that disadvantaged students benefit from being taught explicitly how to manage emotions. | 3 4 5 7 |
| Funding for materials where required e.g. cooking/art/DT/calculators and other stationery | The Pupil Premium guide (OFSTED) – “How schools are spending the funding to successfully manage achievement.” | |

Total budgeted cost: £ 321,757

Part B: Review of the previous academic year

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 |
|------------------------|--------------------|
| The Scholars Programme | The Brilliant Club |
| Carpentry/Woodwork | Skillway |
| Barista Training | Lucy Davis |
| Cookstars | Lucy Davis |

Outcomes for disadvantaged pupils

Attendance:

2024-25

| Group | 2023-24 attendance % | 2024-25 attendance % |
|---------------|----------------------|------------------------|
| Whole School | 92.2% | 93.7% (nat. avg 93.5%) |
| Pupils on FSM | 85.7% | 87.9% |
| PP | | 89% |

The PP data shows that attendance is below 90%, with those on FSM only at 87.9%. This shows an improvement on 2023 results. The attendance data is impacted by a few students whose attendance fell below 30%.

Attendance this year has reduced compared to previous academic year and this is reflected in the data for students on FSM & PP funding. There are several complex issues around attendance of some key students & the school is working without the IO as well as using plenty of school-based resources to support the families of these students.

For 2025-26 the school has appointed a new attendance leader who is working with support staff to deliver new strategies across the school to improve attendance.

Exam Results 2025

| | 2023 | 2024 | 2025 |
|-----------------------|------------|---------------|----------------|
| Number of PP Students | 39 (231) | 47 | |
| Percentage PP | 14% | 17% | |
| % 4+ En | 59 (86.6%) | 51.1 (80) | 60.7 (85.8) |
| % 4+ Ma | 53.8 | 36.2 | 46.4 (81.4) |
| % 4+ En + Ma | 46.2 | 36.2 | 42.9 (76.5) |
| % 5+ En | 35.9 | 34 | 41.1 (71.3) |
| % 5+ Ma | 33.3 | 21.3 | 30.4 (59.1) |
| % 5+ En + Ma | 28.2 | 21.3 | 25 (53.4) |
| Progress 8 Headline | -0.739 | -0.88 | -0.492 (0.271) |
| Average Att 8 | 35.38 | 32.52 | 38.4 (51.02) |
| Eng P8 | -0.739 | -0.95 (-0.08) | -0.573 (0.212) |
| Ma P8 | -0.566 | -1.032 | -0.629 (0.296) |
| Ebacc P8 | -0.686 | -0.969 | -0.636 (0.152) |
| Open P8 | -0.553 | -0.7 | -0.305 (0.45) |

Academic outcomes for PP students have improved in comparison to 2024 results. The attainment and progress data shows that an increasing number of PP students are achieving 4+ in English, and in Maths the number of PP students achieving 4+ have improved since 2024, but are not exceeding the results from 2023. In terms of progress, there is a steady improvement in the P8 score, showing a significant improvement since 2024, however, the gap between Pp students and their peers remains a focal point moving forward.

The data shows that PP students have made the most progress in Open P8, showing that Winston's broad curriculum offer is essential in student success, particularly for the most disadvantaged.

Parental Engagement

Parental engagement remains an area of focus. Attendance at Parental Consultation Evenings for parents of disadvantaged students is lower compared to their peers. However, this is improving as the school works hard to engage parents in advance of the meetings. There has been successful engagement of parents in Academic Intervention evenings (parents and students attend together to develop revision skills). At our event for year 9 in 2025, 17 out of 32 attendees were students from disadvantaged backgrounds.

Literacy

Literacy must be an area of focus in 2025-26. There are good school-wide literacy strategies being used by teachers in all subjects and we are working towards this being consistent across the school. Furthermore, specific interventions for those with the lowest reading ages or literacy skills are due to be implemented in 2025-26.