



Winchmore
School

learning to realise potential

Pupil Premium Statement
2025-2026



Winchmore
School

Reception →

Headteacher: Jim Owen
www.winchmore.enfield.sch.uk

Pupil premium strategy statement: 2025-26

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	Winchmore
Number of pupils in school	1,238 pupils
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	23 Oct 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jim Owen, Headteacher
Pupil premium lead	Hank Sim, Deputy Head
Governor / Trustee lead	James Lane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£378,758
Recovery premium funding allocation this academic year	0
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	£378,758

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, regardless of background, prior attainment, gender, SEND or the challenges that they face, make good progress, attain the best possible exam grades and that they are prepared for the next stage of education or employment.

This is underpinned by the provision of a broad and balanced curriculum with high quality teaching, leading to a narrowing or elimination of any attainment gaps, including those relating to disadvantaged pupils. We do not assume that disadvantage equates to under performance and with this in mind we maintain high expectations for all pupils. It is our intention that non-disadvantaged pupils will also make good progress

We deliver a wide range of literacy and numeracy based programmes as well as a comprehensive 'Boost' programme which consists of additional learning opportunities through carefully targeted intervention sessions at key stage 3, 4 and 5. This is to ensure that all pupils are able to reach and exceed their target grades.

Our whole school approach ensures that disadvantaged pupils are challenged and supported by all staff and that under performance is detected early through rigorous analysis drawn from regular data drops, followed by early intervention

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have poor written literacy skills. Data analysis, work scrutinies and learning walks show that the gap between disadvantaged students and the rest of the school is largely attributable to poor literacy skills including writing
2	The reading ages of disadvantaged learners are eleven months below that of the whole cohort on entry, although disadvantaged pupils' reading ages are above their chronological age
3	P8 scores for disadvantaged students have been below the school average for the last three years
4	Attendance is down post lockdown and there is a (in most years a small) gap between attendance for PP students and the whole school

5	There has been a significant reduction in suspensions although there is still a disproportionate number of disadvantaged students receiving them
6	Our assessments (communication with parents; observation of pupil behaviour; HOY and counselling referrals) show that pupils are increasingly showing signs of mental health issues, post Covid.
7	Results, lesson observations, learning walks and book looks show that disadvantaged students have struggled to engage with the learning post lockdown
8	The P8 gap between disadvantaged boys and the whole school remains. Boys and disadvantaged boys in particular lack the skills to study independently as well as the motivation to succeed

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
Improve levels of literacy (reading, writing, oracy) for disadvantaged pupils	Diagnostic testing shows marked improvements in reading and writing Improved progress scores and exam results across the school
Improved results in English	Sustained improvements in GCSE and A level results as well as progress check scores for disadvantaged (and all) pupils A positive P8 score for disadvantaged (and all) pupils A closing of the attainment gap in all years, especially at KS3
Improved attendance figures for disadvantaged pupils (and the whole school)	Attendance rises to 94% for all pupils
Continue to reduce the number of exclusions for all pupils including PP	Exclusion rates are at the national average or better, especially for disadvantaged pupils
Improved mental health and emotional well being of disadvantaged pupils	Fewer mental health referrals Improved motivation and well being of disadvantaged (and all) pupils Sustained improvement of exam results and attendance figures for disadvantaged (and all) pupils Further closing of the attainment gap at KS3
Disadvantaged pupils are able to access the learning more effectively Improved pupil motivation and independent study skills	<ul style="list-style-type: none"> - Pupils are able to work independently - Sustained improvement in attainment and progress scores for disadvantaged (and all? students at all key stages:
Improved results for disadvantaged boys	
Improved results for disadvantaged pupils especially at KS3	

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: £145,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase literacy intervention software and programmes	Literacy intervention packages from highly rated providers (The Lit Programme - Hackney Learning Trust; Bedrock; SRA reading recovery; Star Reading; PiXL reading canon; Talk the Talk Oracy Transition Programme) will allow us to provide targeted interventions to under achieving students	1, 2, 3, 5, 7, 8
Continue to recruit and retain high quality English teaching specialists	Strong teaching and leadership of the English faculty will manifest itself in high quality schemes of work, lesson plans and resources	3
Employ and train a student counselling lead and student well being lead	Having access to a full time student counsellor lead and well being lead helps to support well being and thus educational achievement. Barriers to learning for many pupils has been exacerbated by Covid resulting in a surge in mental health referrals	4, 5, 6, 7, 8
Develop teaching and learning throughout the school with a particular emphasis on the non-negotiables: <ul style="list-style-type: none"> - Literacy - Learning outcomes and success criteria - Marking and feedback - Adaptive teaching - Spacing and retrieval practice Run a series of Research and Development groups involving all staff who will participate in action research projects	Consistent, high quality teaching and learning, feedback, enrichment and positive behaviour for learning strategies will result in better outcomes for all students including disadvantaged pupils and particularly disadvantaged boys, and will close the attainment gap between disadvantaged and non-disadvantaged pupils	1, 2, 3, 5, 6, 7, 8

<p>designed to improve teaching and learning, pupil engagement and progress, particularly for PP students:</p> <ul style="list-style-type: none"> - Literacy - Diversity in the curriculum - Building positive relationships - Inclusion - Teaching and Learning - Adaptive teaching - Artificial Intelligence 		
<p>Widen access to LAMDA courses and qualifications. This will be delivered through the curriculum and as an extracurricular activity</p>	<p>LAMDA qualifications are designed to improve oracy as well as boosting confidence and communication skills</p>	<p>1, 2, 3, 6, 7, 8</p>

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

Budgeted cost: £118,591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, after school, Boost intervention sessions for disadvantaged and other students</p>	<p>Consolidation of key knowledge and concepts will support the recovery programme and boost attainment and progress</p>	<p>1, 2, 3, 7, 8</p>
<p>Consolidate and improve the explicit teaching of literacy through programmes such as: The Lit Programme; SRA reading recovery: Star Reading (accelerated reader); Bedrock; Talk the Talk Oracy Transition Programme</p>	<p>The Education Endowment Foundation's research has led them to state that: 'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.'</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>

Provide targeted numeracy intervention sessions for KS3 pupils	Boosting numeracy levels for pupils that have fallen behind will help them to access the curriculum more effectively	7, 8
--	--	------

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

Budgeted cost: £145,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of enrichment activities have been set up with a specific focus on the inclusion of disadvantaged pupils. All staff are encouraged to run trips and there are many planned for this year both at home and abroad	Our own data shows that involvement in enrichment activities such as trips, school productions and sporting activities boost self confidence, motivation to succeed in the classroom, emotional well being as well as having a significant impact on attainment	3, 4, 5, 6, 7, 8
Provide out of school enrichment opportunities including clubs, arts and sporting activities for all, including disadvantaged students	Participation in enrichment activities will boost student confidence, engagement and attainment	3, 4, 5, 6, 7, 8
Counselling and well being support provided	There has been a steep rise in mental health issues and referrals since Covid. Counselling and proactive interventions have to a certain extent mitigated the effects of this, and enabled pupils to continue to attend school and to make progress	3, 4, 5, 6, 7, 8

Total budgeted cost: £409,903

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.

The post Covid interventions (in class, after school Boost sessions and enrichment opportunities) have had a positive impact on the achievement of disadvantaged learners . The 2025 results show the Progress 8 score for disadvantaged students was -0.3. Disadvantaged students scored an Attainment 8 score of 38 (whole school 45) with an average grade of 4- (whole school 4+) although the prior attainment for this cohort was relatively low. The percentage of disadvantaged students attaining a grade 4 in both English and Maths was 62% (whole school 69 %) and a grade 5 in both English and Maths 48% (whole school 55%)

The average Ebacc attainment score for disadvantaged pupils in 2025 was 3.39 (whole school 4.07).

It is our intention to close and ultimately to eliminate these gaps

Disadvantaged student attendance was lower than the entire cohort which is consistent with previous years. As a result of this, attendance of disadvantaged pupils remains a focus of our current plan

The Covid-19 pandemic had a negative impact on pupils well-being and mental health, and referrals to HOYs and requests for counselling increased dramatically. We used our pupil premium funding to recruit a full time student counselling lead and student well being lead

Externally provided programmes

Programme	Provider
Lit Programme	Hackney Learning Trust
SRA reading recovery	Science Research Associates
Star Reading	Renaissance Learning
PiXL Reading Canon	PiXL
Reading+ (2025) now replaced by Bedrock	Reading+ Bedrock
Oracy Transition Prog for year 7	Talk the Talk
Numeracy Catch Up	Numeracy Catch Up