

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Winscombe Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	8% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	L. Richardson Executive Head teacher
Pupil premium lead	A. Muxworthy Head of School
Governor / Trustee lead	B. Hancock Pupil Premium link governor

## Funding overview

Detail	Amount
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,615

# Part A: Pupil premium strategy plan

## Statement of intent

At Winscombe Primary School, it is our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subjects and aspects of school life. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve in line with their non-disadvantaged peers. Expectations are high for all pupils.

We consider the individual challenges faced by our vulnerable pupils and their families. We understand the challenges of growing up as a disadvantaged young person, ensuring all pupils in our school have access to high – quality teaching and language skills. The provision we have outlined in this statement is also intended to support each child's needs, regardless of whether they are disadvantaged or not.

Our strategy aligns with our school's values and our school's ethos of CARE: Care, Aspire, Respect, Excel. Through our three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Curriculum equity is prioritized. All pupils have an equitable access to a rich, broad and balanced curriculum where interventions are strategically selected to target key issues. 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 school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We are committed to targeting our interventions to combat the wider barriers to disadvantage children's learning and wider success. Our approach will be responsive to individual needs and challenges, rooted in robust diagnostic assessment. Assessment not assumptions drives our strategy identifying tightly focused improvement priorities. The approaches we have adopted complement each other to help pupils excel and thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach which will consider the teaching and learning, academic intervention and wider approaches to support pupils.
- set clear outcomes for the impact of disadvantaged strategies and monitor progress and quality of teaching using robust and pragmatic measures
- Involve parents in their child's learning and progress so we can work in partnership to build positive relationships and ultimately accelerate learning and well-being for our pupils.
- Ensuring that all staff take responsibility for disadvantaged pupils outcomes

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor spoken language skills</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	<b>Phonics</b> Assessments, observations, and discussions with pupils suggest some of our disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<b>Outcomes in reading, writing and maths</b> Internal assessments data indicate that Reading, Writing and Maths attainment among some of our disadvantaged pupils is below that of non-disadvantaged pupils
4	<b>Challenging family circumstances/Barriers to learning</b> Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances. These challenges particularly affect some of our disadvantaged pupils, including their attainment, stability and structure at home, and their parents' engagement with school.
5	<b>Attendance</b> Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been lower than for non - disadvantaged pupils. In 21/22 it was by 9% lower and in 22/23 it was 4% lower. Even though we have reduced the difference, we are still aware through our observations and assessments that absenteeism is negatively impacting some of our disadvantaged pupils' progress.

## 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 oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and ongoing formative assessment.</li> <li>PP and non PP pupils use the same breadth of language/vocabulary.</li> <li>PP Passports will be written, Talk For Writing approaches will be embedded, Knowledge organisers will promote expert language and Typical Talk stages will be met.</li> </ul>
Improved reading, writing and maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS2 reading/writing/maths outcomes in 2024/25 show that all disadvantage pupils make good progress and met the expected standard or above in line with their peers (except where there is significant SEN present)</li> </ul>

	<ul style="list-style-type: none"> <li>• KS1 Phonics Screening outcomes show that at least 85% reach the expected standard in both PP and non PP groups.</li> <li>• Reading ages will improve.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing from 2023/24 demonstrated by:               <ol style="list-style-type: none"> <li>1. qualitative data from student voice, student and parent surveys and teacher observations</li> <li>2. a significant improvement in structures and routines at home, including punctuality and attendance at school</li> <li>3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ol> </li> <li>• Strong relationships are built between our Pupil Premium Mentor and the families of our disadvantaged pupils, demonstrated by:               <ol style="list-style-type: none"> <li>1. Strategies and advice shared and used by pupils and/or their families</li> <li>2. regular check-ins are established</li> <li>3. SDQ's will be used to monitor need</li> </ol> </li> </ul>
To achieve and sustain improved attendance for all pupils particularly for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance demonstrated by:               <ul style="list-style-type: none"> <li>• daily/ weekly/monthly monitoring of attendance</li> <li>• continuing to send Attendance letters to parents – traffic light system continued</li> <li>• Improving the overall absence rate for all pupils and reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• Improving the percentage of all pupils who are persistently absent and the figure among disadvantaged pupils being reduced further.</li> </ul> </li> </ul>

## 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.

## Quality First Teaching

Budgeted cost: £ 7,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build strong relationships in class (pastoral care),	Professional, personal and an effective relationship built between staff member and PP	1,2,3,4,5

<p>establishing individual pupil interests, welcoming pupils positively every morning.</p>	<p>child and parents - to listen to their needs, provide encouragement and advice</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfES</a></p>	
<p>Use data to identify tightly focused improvement priorities using standardised diagnostic assessments (pastoral and academic) summative assessment, classroom observations, teacher, pupil and parent voice</p>	<p>Multiple sources of data are gathered and analysed routinely. This will inform strategic planning and pinpoint areas of focus. Assessment and outcomes will evidence the impact of the high quality teaching. Intervention marking and feedback will instantly address any misconception and will evidence learning and attainment. Standardised tests can provide insights into specific strengths and weaknesses of each pupil to ensure they received the pinpoint areas of focus.</p> <p><a href="#">EEF Standardised tests   Assessing and Monitoring Pupil Progress</a></p> <p><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfES</a></p>	<p>1, 2, 3,</p>
<p>CPD training for all staff for identified support staff to deliver specific interventions programmes.</p> <p>Unlocking letters and sounds - Phonics</p> <p>T4W</p> <p>Number Sense</p> <p>Mental Health Networks</p> <p>Speech, Language and Communication - SLC</p> <p>Talk Boost</p> <p>ELSA</p> <p>Maths Mastery CPD</p> <p>Overcoming Barriers to Engaging with Families</p>	<p>Research shows that interventions based on a clearly specific approach which staff have been trained to deliver has a positive benefit to pupils' progress and attainment</p> <p><a href="#">Social and emotional/EEF</a></p> <p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfES</a></p> <p><a href="#">NFER – High Quality Teaching for All / Deploying Staff Effectively</a></p>	<p>All</p>

Ensure the effectiveness of our Phonic programed - Unlocking Letters and Sounds” -through training and high quality re-sources( including read-ing books) to secure stronger teaching for all pupils but particularly the disadvantaged.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF Phonics</a> <a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfES</a>	1,2,3
Expectations are high for all pupils – all targets relating to children will continually challenge and extend disadvantaged children Leaders monitor the learning and teaching across the school and use these outcomes to priorities CPD:	EEF Pupil Premium Guide – Quality teaching helps every child. High quality teaching curriculums inspire learners Development and retention of staff is key Ensuring each teacher is sup-ported and developed is essential to achieving the best outcomes for pupils. When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit. <a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfES</a> <a href="#">NFER – High Quality Teaching for All / Deploying Staff Effec-tively</a>	1,2,3

## Targeted academic support

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish and sustain tightly targeted intervention groups for reading, writing and math’s interventions for disadvantage pupils falling behind age – related expectations in, phonics, Reading, Writing and Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or falling behind both one to one and in small groups. <a href="#">Small group tuition / EEF</a> The interventions are supplementary to high – quality teaching. Low prior attainers do not get a narrower curriculum entitlement than that of their peers.	1,2,3,5

Interventions are strategically selected to target key issues. Goals for outcomes are specific, time – limited and ambitious	Targeted maths interventions using the Number Sense programme will be used to find out misconceptions and focus in on what needs to be learnt to accelerate learning. <a href="#">Small group tuition / EFF</a>	
<p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily SSP sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Immediate targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">EEF Phonics</a></p> <p>Interventional approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <a href="#">EEF One to one tuition</a></p>	1,2,3
<p>1:1 conferencing between pupil and Pupil Premium Mentor</p> <p>PP Mentor will use 1:1 targeted sessions to engage in quality conversations, weekly, and time to address individual learning targets in PP passports, which will be reviewed and monitored by CTs and PP Lead every term (x6). Misconceptions/gaps will have highlighted and next steps will be planned and delivered.</p> <p>Barriers to learning will be identified – multi – faceted approach to ensuring pupils overcome barriers to</p>	<p>A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice. Pupil passports will be written with the child setting out ambitious targets in academic and wider parts of school life.</p> <p>Structured sessions to tackle misconception/gaps will be delivered. Disadvantage strategies prioritise pupil attainment. Each disadvantage child will have an advocate- PP mentor to support them in their ambitious goals. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>The barriers to learning will be identified and will be used as part of the child's targeted work so there is accelerated progress across all subjects. The PP</p>	All



developing the skills and experiences necessary for accessing future opportunities.	<p>Mentor's role will be to identify and embed approaches to lower or lose the barrier/s.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p><a href="#">EEF One to one tuition</a></p>	
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## Wider strategies

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Breakfast Club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning.	In their 2006 Eating Breakfast report, Heath4schools claim “Research has shown children who skip breakfast perform less well academically, socially and emotionally”.	All
Contribute up to £150 towards: school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning, residential visits and sport) and transport.	<p>Give wider opportunities to children with limited experience.</p> <p>(Moderate impact for moderate cost EEF)</p> <p>To reduce the financial burden in PP children's parents/carers, the school will help fund the overall cost of school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport</p> <p>To ensure pupils are ready to learn and are well supported for schooling.</p>	All
Pupil Premium Mentor will make contact with identified families to work with them on attendance, well – being and family support.	The association between parental engagement and a child's academic success is well established and there is a long history of research into	All



Targeted phone calls before enrichment activities and/or Parents Evening appointments	<p>parental engagement programmes. (EEF)</p> <p>PP Mentor weekly sessions provide strategy and an outlet for identified pupils/families, which feeds into poor attendance, lunchtime behaviours, friendship building and sign posting external support for families. PP Mentor provides a link between home, primary school and prospective secondary school.</p>	
Contingency fund for acute issues. (For example, cost of vital counselling session)	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: £23615**

## 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 2022 to 2023 academic year.

Our internal and external assessments during 2022/23 suggest that our strategy has had some demonstrable impact. The strategy has been reflected upon and has been revised in light of the outcomes achieved and are shown in the sections above.

Outcomes for our Reception children remain good 79% achieved a Good level of Development compared to 67% nationally. For our disadvantaged pupils, the GLD outcome was 86%, showing better outcomes to Non PP children in the cohort.

Our Year One Phonics check outcomes were 83% attaining the Phonics standard verse 75% nationally. 50% passed the standard by the end of Year 2 which is lower than the national standard of 87% but both children have high SEN. For our disadvantaged pupils, 100% passed the phonic screening check in Year 1. Quality First teaching and focussed interventions impacted on this cohort group.

The impact of the strategy for the end of Key Stage One outcomes is evident from the progress the children made from their starting points at the start of Year 2. In reading, writing and maths our Age Related Expectations were above national standard. Reading 69% Writing – 69%, Maths – 76%. In reading and writing the impact of the strategy shows an increase from previous years – Reading - 62% to 69% and from 61% to 69% in writing. Greater depth in reading, writing and maths were lower than nationals – reading - 10% - Nat 19%, writing – 0% - Nat 8%, maths 7% - Nat 16%. Due to the impact of the pandemic when they were in Year 1, this group of children required a substantial amount of work to support and accelerate their learning within the year. Because of this and the need, this extra support has been continued into their Year 3 academic year. With regard to our Pupil Premium Pupils, 50% 2/4 achieved ARE in Reading, Writing and Maths. As mentioned earlier in the phonic check outcomes, two of these children have a high level of need – one child is an EAL child with an EHCP and another child has funding for their needs. The two other children in the year group did well achieving the Age Related Expectation across all three subjects and one achieved the Great Depth standard in reading.

The end of Key Stage Two outcomes show the impact of our strategy over time. (See below)

	Reading		Writing		Maths		EGPS		RWM Comb	
KS2	ARE	GD	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Sch	80%	47%	90%	30%	90%	33%	83%	43%	80%	27%
Nat	73%	29%	70%	13%	71%	23%	72%	30%	65%	11%

All subjects show an excellent impact across the National Age related Expectations (ARE+) as well as our Greater Depth (GD) outcomes. We are delighted all subjects were above the National in both ARE+ and GD. This is a huge improvement from 2022 where we were below the national outcome in reading. The other subjects have improved all rising at or above 80%. Our GD have improved significantly from 2022. Achieving 47% GD in reading was very pleasing considering the high standard of the

test paper. In terms of our PP children – 2 children, 100% achieved ARE in maths with 50% GD, 100% achieved ARE in writing with 50% achieving ARE in reading. Sadly, the one child who didn't achieve the reading ARE outcome only missed out on the standard by one point on the paper. This child had been working at the level in class beforehand. In relation/comparison to Non- Pupil Premium (Non PP) pupils, we are pleased the PP children are achieving above Non PP children in relation to Maths and writing – 100% versus 72% and 89%. However, in reading they are below Non- Pupil Premium children – 50% versus 89% ARE+ but are above the GD percentages in maths 50% whereas Non- PP children was 32% achieving GD.

Our assessments and observations still indicate that pupil wellbeing and mental health are significantly impacted due to COVID-19-related issues. The impact was particularly acute for some of our disadvantaged pupils and this is continuing. We have refined elements of our curriculum and mental health support focusing on the fidelity of the needs of the children. We have worked to supplement the curriculum with an increasing wide curriculum offer including trips, wow days and extra curriculum activities in the school day. We shall develop the children's responsibilities further by offering responsibilities of being in one of our Pupil Voice groups and lunchtime responsibilities i.e. our new playtime buddy system. Our recent, Pupil Premium pupil voice shows the children feel very safe and happy at school. They enjoy all elements of the curriculum and know what to do if they are stuck, need help/support and advice. We will continue to provide additional targeted support for those who are the most vulnerable. We are constantly building on that approach with the activities detailed in this plan.

Our priority regarding attendance and persistent absence has had some success on an individual level – see below. We worked diligently with parents and carers on the importance of school attendance. We are using the DfE's approach to "Working together to improve school attendance" - since September 2022. We review attendance half termly and punctuality to ensure our children have a good opportunity for their learning and success.

Cohort	Attendance % 21/22	Attendance% 22/23
All	93.1%	95.1%
Pupil Premium	84.3%	91.1%
Non Pupil Premium	93.6%	95.5%

We are pleased with the improvement and difference with the attendance figures. We will continue to keep attendance and persistent absence as a high priority.

## Externally provided programmes

*Please include the names of any non-DfES 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

<i>Further information</i>	
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