

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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% (18 pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 to 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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
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	£16620

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	Poor spoken language skills 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	Phonics Assessments, observations, and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers, and a significant group have SEND. This negatively impacts their development as readers.
3	Outcomes in reading, writing and math's Internal assessments data indicate that Reading, Writing and Math attainment among disadvantaged pupils is significantly below that of nondisadvantaged pupils
4	Challenging family circumstances/Barriers to learning 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 our disadvantaged pupils, including their attainment, stability and structure at home, and their parents' engagement with school.

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"> 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. PP and non PP pupils use the same breadth of language/vocabulary.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 reading 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)

	<ul style="list-style-type: none"> KS1 Phonics Screening outcomes show that at least 85% reach the expected standard in both PP and non PP groups.
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS2 writing 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)
Improved maths attainment among disadvantaged pupils.	<ul style="list-style-type: none"> KS1 and KS2 reading 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)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Sustained high levels of wellbeing from 2022/23 demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Strong relationships are built between our Pupil Premium Mentor and the families of our disadvantaged pupils, demonstrated by: <ol style="list-style-type: none"> 1. Strategies and advice shared and used by pupils and/or their families 2. regular check-ins are established

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: £ 5,620

Activity	Evidence that supports this approach	Challenge number(s) addressed

Build strong relationships in class (pastoral care), establishing individual pupil interests, welcoming pupils positively every morning.	Professional, personal and an effective relationship built between staff member and PP child and parents - to listen to their needs, provide encouragement and advice EEF Social and Emotional Learning Supporting-the-attainment-ofdisadvantaged-pupils DfE	1,2,3,4
Use data to identify tightly focused improvement priorities using standardised diagnostic assessments (pastoral and academic) summative assessment, classroom observations, teacher, pupil and parent voice	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. EEF Standardised tests Assessing and Monitoring Pupil Progress Supporting-the-attainment-ofdisadvantaged-pupils DfE	1, 2, 3,
CPD training for all staff for identified support staff	Research shows that interventions based on a clearly	All

<p>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>Overcoming Barriers to Engaging with Families</p>	<p>specific approach which staff have been trained to deliver has a positive benefit to pupils' progress and attainment</p> <p>Social and emotional/EEF</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>Supporting-the-attainment-ofdisadvantaged-pupils DfE</p> <p>NFER – High Quality Teaching for All / Deploying Staff Effectively</p>	
<p>Ensure the effectiveness of our Phonic programed - Unlocking Letters and Sounds” -through training and high quality resources(including reading books) to secure stronger teaching for all pupils but particularly the disadvantaged.</p>	<p>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:</p> <p>EEF Phonics</p> <p>Supporting-the-attainment-ofdisadvantaged-pupils DfE</p>	1,2,3
<p>Expectations are high for all pupils – all targets relating to children will continually challenge and extend disadvantaged children</p> <p>Leaders monitor the learning and teaching across the school and use these outcomes to priorities CPD:</p>	<p>EEF Pupil Premium Guide – Quality teaching helps every child.</p> <p>High quality teaching curriculums inspire learners</p> <p>Development and retention of staff is key</p> <p>Ensuring each teacher is supported and developed is essential to achieving the best outcomes for pupils.</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>Supporting-the-attainment-ofdisadvantaged-pupils DfE</p> <p>NFER – High Quality Teaching for All / Deploying Staff Effectively</p>	1,2,3

Focus on metacognition and use regular quizzes/recaps to review learning and retain knowledge in Long Term Memory.	Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory. This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OFSTED) Revisiting and repetition strengthens neural pathways. EEF Metacognition Supporting-the-attainment-ofdisadvantaged-pupils DfE	1, 2, 3
Introduce the use of knowledge organisers and expert language across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading EEF Oral language interventions Supporting-the-attainment-ofdisadvantaged-pupils DfE	1, 2, 3

Targeted academic support

Budgeted cost: £5000

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,	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. Small group tuition / EEF The interventions are supplementary to high – quality teaching. Low prior attainers	1,2,3,

<p>phonics, Reading, Writing and Maths.</p> <p>Interventions are strategically selected to target key issues. Goals for outcomes are specific, time – limited and ambitious</p>	<p>do not get a narrower curriculum entitlement than that of their peers.</p>	
<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. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: EEF Phonics</p>	<p>1,2,3</p>

<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</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
<p>overcome barriers to developing the skills and experiences necessary for accessing future opportunities.</p>	<p>Mentor's role will be to identify and embed approaches to lower or lose the barrier/s. 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>EEF One to one tuition</p>	

Use Mathematic interventions programs to improve math's fluency leading to reasoning and problem solving for pupils who are falling significantly behind the expected standard for their age phase.	<p>Interventional approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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.</p> <p>Tuition targeted as specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one- to –one and in small groups.</p> <p>Small group tuition / EFF</p> <p>EEF One to one tuition</p>	3
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF One to one tuition And in small groups:</p> <p>EEF Small group tuition</p>	1, 2, 3

Wider strategies

Budgeted cost: £6000

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

<p>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>	<p>Give wider opportunities to children with limited experience. (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
<p>Pupil Premium Mentor will make contact with identified families to work with them on attendance, well – being and family support.</p> <p>Targeted phone calls before enrichment activities and/or Parents Evening appointments</p>	<p>The association between parental engagement and a child's academic success is well established and there is a long history of research into 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.</p> <p>PP Mentor provides a link between home, primary school</p>	All
	<p>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
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Total budgeted cost: £16620.00

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 2021 to 2022 academic year.

Our internal and external assessments during 2021/22 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 77% achieved a Good level of Development compared to 65% nationally. For our disadvantaged pupils, the GLD outcome was 100%, showing better outcomes to Non PP children in the cohort.

Our Year One Phonics check outcomes were 66% attaining the Phonics standard. However, 97% passed, achieving the standard by the end of Year 2. For our disadvantaged pupils, 100% passed the phonic screening check. 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. Writing and maths Age Related Expectations were above national standard. Writing – 61%, Maths – 75%. However, it is less clear the impact of the strategy with the achievement of Age Related Expectations in reading 62% verses 67% nationally. Greater depth in reading, writing and maths were also lower than nationals – reading - 10% - Nat 18%, writing – 3% - Nat 8%, maths 10% - Nat 15%. Due to the impact of the pandemic, 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, they did better than Non – Pupil Premium Pupils – 100% achieved ARE in Reading, Writing and Maths which shows great impact from the strategy.

The End of Key stage 2 outcomes show the impact of our strategy over time. (See below)

	Reading		Writing		Maths		RWM Comb	
KS2	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Sch	72%	36%	72%	11%	79%	36%	68%	11%
Nat	75%	28%	70%	13%	71%	23%	65%	11%

All subjects show a good impact across the National Age related Expectations except reading which is below the national as well as writing greater depth. Sadly 3 pupils were just below the 100 score in their reading and writing which produced this outcome. However, we were very pleased with the Greater Depth outcome of 36% above national in both reading and maths. In terms of our PP children – 4 children, 50% achieved ARE on maths with one achieving Greater depth in both maths and GPS. 25% achieved ARE in writing and reading. It is important to note that 50% of the Pupil Premium children (2) arrived late in Year 5 and at the start of the Year 6 – both have significant SEND and have been a part of the significant resource provision.

In terms of writing, the school has established the “Talk for Writing” strategy throughout the school which has improved the children’s understanding and skills of composition and grammar. The “Talk for Writing” strategy is being embed this year in teachers’ practise and will show further children achieving ARE in this forthcoming year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils and this is continuing. We have refined elements of our curriculum and focused on the fidelity of the needs of the children. We have worked to supplement it with an increasing wide curriculum offer including trips and other wow days. Our recent, Pupil Premium pupil voice shows the children feel safe and happy at school. They enjoy all elements of the curriculum and know what to do if they are stuck and need help/advice. We will continue to provide additional targeted support for those who are the most vulnerable. We are 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 particularly later in the summer 2022 due to eases in

Covid cases. 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.

<u>Cohort</u>	<u>Attendance % 21/22</u>	<u>Attendance % 22/23 Terms 1/2</u>
All	93.1%	94.3%
Pupil Premium	84.3%	93%
Non Pupil Premium	93.6%	94.4%
We are pleased with the improvement and difference with the attendance figures shown in this first part of the 2022/2023 academic year. We will continue to keep attendance and persistent absence as a high priority.		

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

Further information (optional)