

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	8.5%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lorna Richardson Executive Head teacher
Pupil premium lead	Paula Baker Head of School
Governor / Trustee lead	Belinda Hancock Pupil Premium link governor

### Funding overview

Detail	Amount
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£552
<b>Total budget for this academic year</b>	<b>£26,610</b>

## Part A: Pupil premium strategy plan

### Statement of intent

*The Pupil Premium Grant, introduced in April 2011, is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers. Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.*

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 and we want to ensure that all pupils in our school have access to high-quality teaching and learning. The provision we have outlined in this statement is intended to support each child's needs, regardless of whether they are disadvantaged or not.

Our strategy aligns with our school's values and 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 our disadvantaged pupils require the most support. Curriculum equity is prioritised; 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 disadvantaged children's learning and wider success. Our approach will be responsive to individual needs and challenges. 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.
- 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.
- Ensure 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 Quality of education	Assessments, pupil progress meetings, learning walks and discussions with pupils show that our disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. A significant group have SEND. This provides a further layer of challenge.
2 Leadership and management	Our observations and monitoring identify that a small minority of children come to school not ready to learn because of issues at home, or they have poor attendance.
3 Behaviour and attitudes	Our observations and discussions with staff, pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect a number of our disadvantaged pupils and in some cases can be seen to impact negatively on behaviour, attitudes and engagement with the wider life of the school and community.
4 Personal Development	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family circumstances. These challenges particularly affect many of our disadvantaged pupils and in some cases can be seen to impact on parental engagement, pupil attainment and aspirations.

## 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. Our intended outcomes link closely with our school improvement plan.

Intended outcome	Success criteria
<p><b>Quality of education:</b></p> <p>Improved attainment among disadvantaged pupils.</p>	<p><b>Attainment:</b></p> <p>The attainment gap will be narrowed so that all disadvantaged pupils receive quality first teaching to ensure:</p> <ul style="list-style-type: none"> <li>- A good level of development at the end of Early Years.</li> <li>- A phonics screening score in line with national average (or above) at the end of year 1</li> <li>- A multiplication tables check (MTC) score closer in line with national average in year 4 (75% children score 20+)</li> </ul>

	<ul style="list-style-type: none"> <li>- Children meet expected standard (or above) in KS2 assessments at the end of year 6 (except where there is significant SEN present)</li> </ul> <p>Regular moderation will be carried out within school and the WLT.</p>
<p><b><u>Leadership and management</u></b></p> <p>Disadvantaged pupils are seen to be better prepared to learn.</p> <p>Improved attendance.</p>	<ul style="list-style-type: none"> <li>• The SLT will continue to support middle leaders to ensure the curriculum is well-led, monitored and managed (Quality Assurance schedule)</li> <li>• Ongoing CPD will ensure that all staff provide a high quality of education and that they support all pupils in making good progress (tracked through Insight)</li> <li>• All children will have equitable access to an enriching and challenging curriculum, which is skilfully adapted where necessary to meet all needs (QA)</li> <li>• Improved attendance for disadvantaged pupil groups (Improving Attendance Agenda – 2024 update to be shared and implemented by relevant members of the school community)</li> <li>• Parents’ meetings are used to refresh updates and expectations on attendance.</li> <li>• School staff communicate with families and support an understanding of the impact term-time absence has on attainment.</li> </ul>
<p><b><u>Behaviour and attitudes</u></b></p> <p>Improved attitudes towards school and learning</p>	<ul style="list-style-type: none"> <li>• School values, in particular high expectations for all, are clearly understood and articulated by all members of the school community.</li> <li>• Pupil and parent survey results show that all pupils feel safe and happy coming into school; feel well supported – that parents understand the support given and have positive relationships with staff and peers.</li> <li>• Pupil voice groups will be represented equitably to ensure the opportunity to make a tangible contribution to the life of the school is given to all children.</li> </ul>
<p><b><u>Personal development</u></b></p> <p>Increased engagement with a range of extra-curricular activities</p>	<ul style="list-style-type: none"> <li>• Following response from parent survey, there will be an ever-increasing range of after-school clubs and extra-curricular activities.</li> <li>• Extra-curricular activities will be tracked effectively to ensure equitable access for all: 100% of our PP and SEN children will have attended an after-school</li> </ul>

	<p>club throughout the academic year. Identified children in KS2 will have had access to extra swimming lessons.</p> <ul style="list-style-type: none"> <li>• High quality ELSA support will continue to be available and accessible when and where needed.</li> </ul>
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## 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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning.	<p>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). Professional, personal and effective relationships built between staff members and PP children to enable needs to heard and understood and relevant encouragement, support and advice given.</p> <p><a href="#">EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</a></p>	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	<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.</p>	1, 2, 3,

<p>CPD to ensure summative assessments are administered and interpreted correctly and effectively.</p>	<p>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>  <a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfE</a></p>	
<p>CPD training for all staff and identified support staff to deliver specific interventions and programmes.</p> <p><i>Unlocking letters and sounds – Phonics / Guided Reading</i>  <i>Maths Mastery CPD</i>  <i>Essential Spelling</i>  <i>Mental Health Networks</i>  <i>Speech, Language and Communication - SLC</i>  <i>ELSA</i></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 DfE</a>  <a href="#">NFER – High Quality Teaching for All / Deploying Staff Effectively</a></p>	<p>1, 2, 3, 4</p>
<p>Expectations are high for all pupils – all targets relating to children will continually challenge and extend disadvantaged children</p> <p>Leaders monitor 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><a href="#">Supporting-the-attainment-of-disadvantaged-pupils DfE</a></p>	<p>1,2,3,4</p>

## Targeted academic support

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish and sustain tightly targeted intervention groups for reading, writing and math's interventions for pupils falling behind age – related expectations in, 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>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.</p> <p>The interventions are supplementary to high – quality teaching. Low prior attainers do not get a narrower curriculum entitlement than that of their peers.</p> <p><a href="#">Small group tuition / EFF</a></p>	<p>1,2,3,</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. Immediate targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">EEF Phonics</a></p> <p>Interventional approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">EEF One to one tuition</a></p>	<p>1,2,3</p>
<p>1:1 conferencing between pupil and Pupil Premium Mentor</p>	<p>A professional, personal and effective relationship built between designated staff members and PP children to listen to their needs, provide encouragement and advice.</p>	<p>All</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 termly by CTs and PP Lead.</p> <p>Barriers to learning will be identified. A multi – faceted approach to ensuring pupils overcome barriers to developing the skills and experiences necessary for accessing future opportunities.</p>	<p>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 respond to individual needs will be delivered. Disadvantage strategies prioritise pupil attainment. Each disadvantaged child will have a 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 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: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute up to £200 towards: school uniform, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To reduce the financial burden in PP children’s parents/carers, the school will help fund the overall cost of school	All



<p>outdoor adventure learning, residential visits and sport) and transport.</p>	<p>uniform, essential resources and extra-curricular opportunities.</p> <p>To ensure pupils are ready to learn and are well supported for schooling.</p>	
<p>Pupil Premium Mentor will work alongside the PP lead to ensure support is offered to identified families; working with them on attendance, well – being and available family services.</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. PP Mentor and Lead ensure that important link between home, primary school and prospective secondary school.</p>	All
<p>Timetabled ELSA sessions</p>	<p>ELSAs can help support children with a wide variety of social and communication needs. Sessions can boost self-esteem and remove barriers to learning. Feedback from schools across the UK has shown that the introduction of ELSAs has made a significant, positive impact on the emotional wellbeing of children and their ability to manage better at school – socially, emotionally and academically.</p> <p>EEF Social and Emotional Learning</p>	All
<p>Contingency fund for acute issues. (For example, cost of vital counselling session)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £26,610**

## 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 2023 to 2024 academic year.

Our internal and external assessments during 2023/24 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. 70% achieved a Good level of Development compared to 67.7% nationally. In the 2023/24 academic year, there were no pupil premium children in YR.

Our Year One Phonics check outcomes were as follows: 87% attained the Phonics standard compared with 80% nationally. 97% passed the standard by the end of Year 2. For our disadvantaged pupils, 86% 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 and maths, our age-related expectations were above national average. In reading and maths, the impact of the strategy shows an increase from previous years: Reading - 69% to 73% / Maths – 70% to 76%. Greater depth in reading and maths were also higher than the national average. Pupil premium results show age related expectations in reading, writing and maths.

The end of Key Stage Two outcomes show the impact of our strategy over time.

All subjects show an excellent impact across the National age-related expectations (ARE+) as well as our Greater Depth (GD) outcomes. Our PP children were well-supported both emotionally and academically throughout KS2 and made good progress from their starting points.

We have continued to work to supplement the curriculum with an increasingly wide curriculum offer, including trips, wow days and extra-curricular activities in the school day. We are developing the children's responsibilities by encouraging and supporting involvement in our Pupil Voice groups and lunchtime buddies system. A recent Pupil Premium voice survey 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, 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. We have revisited, with parents and carers, the importance of school attendance. We have been using the DFE's approach to "Working together to improve

school attendance “- since September 2022. We review attendance half termly and also punctuality to ensure our children have a good opportunity for their learning and success. Regular communication has been kept with families who may need school support with regards attendance.

Cohort	Attendance % 22/23	Attendance% 23/24
All	95.1%	95.1%
Pupil Premium	90.3%	91.2%
Non Pupil Premium	95.5%	95.9%

We will continue to keep attendance and persistent absence as a high priority.

## Externally provided programmes

- Unlocking Letters and Sounds
- Insight Tracking
- TT Rockstars / Numbots
- Developing Experts Science
- GetSet4Education
- Language Angels
- PlanBee
- White Rose Maths