

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 and 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	Winford C of E Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers.	2021 – 2022 2022- 2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Nik Gardner Head Teacher
Pupil premium lead	Will Luxton Deputy-Head
Governor / Trustee lead	Daisy George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,222
Recovery premium funding allocation this academic year	£2465
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	£24,687

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Barriers to learning for our children include social and emotional needs as well as academic needs. Social and emotional and academic needs are met by all staff with a special focus from our TAs. We also need to ensure equal and fair access to the wider curriculum of the school, which is made possible by using pupil premium funding. We are flexible in our pupil premium spending in order to match the needs of all pupils.

Our aims for our disadvantaged pupils are:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

Challenge number	Detail of challenge
1	HA being challenged and progressed, as well as LA being supported.
2	Reading and phonics progression at the required level by age, supported by increased parental engagement
3	All pupils receive emotional and social support as well, as required

4	To make sure all pupils can access school trips and residential stays, also other activities such as music lessons and after school club
5	PP and disadvantaged pupils are far more likely to have been adversely effected by school lockdowns and home learning, so we aim to fill in any gaps in reading, writing, maths and phonics

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
<p>To use teaching assistant support for targeted academic and social and emotional support –</p> <p>To use support from teaching assistants to provide small group targeted teaching to pupils who need a ‘boost’ to close the gaps in their learning. To increase confidence and fluency in order to access the curriculum. This will include phonics, reading, writing and maths, and aim to address any gaps or issues brought about during the two school lockdowns.</p> <p>To use the presence of teaching assistants to offer social and emotional support where needed to increase a sense of wellbeing and a reduction in anxiety in PP pupils</p>	<p>To increase outcomes in reading, writing and maths.</p> <p>To increase levels of wellbeing in order to help pupils be ready to learn.</p>
<p>Reading and phonics levels at or above the age expected levels. Supported by the purchase of new reading scheme books, regular guided reading sessions in all classes and increased opportunities to read with adults both in and out of school.</p>	<p>Pupils are at, or above, the required level for their age group, as assessed by teachers, their position on the reading scheme and end of term/year comprehension tests.</p>
<p>To support wider curriculum opportunities -</p> <p>To enhance wider opportunities in education, such as financially supporting school trips, swimming, residential stays, music lessons and uniform.</p>	<p>To provide an equality of opportunity for all to experience elements of the school offer that will enhance personal development at every level.</p>
<p>Emotional and pastoral support, including the school dogs –</p> <p>For the school’s pastoral lead to engage with pupils where appropriate to reduce any emotional barriers to learning.</p> <p>To use the school dogs to boost confidence both socially and emotionally and to boost</p>	<p>Pupils receive enough input to then not need further intervention to support learning.</p> <p>Pupils learn that animals can raise one’s wellbeing when their welfare is paramount.</p>

confidence in a new area of learning such as positive dog training.	Pupils learn basic principles of positive dog training in order to boost confidence in an unusual area within school.
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase staff awareness of effective provision to support PP.	<i>From mitigation to success in improving outcomes for disadvantaged learners training 2021</i> (Watched by the Head and Deputy-Head teacher and then presented to the rest of the teaching staff).	All
LSP AH/DH network	Attended by the Deputy-Head to keep up-to-date with issues relating to Pupil Premium and disadvantaged pupils – input from Mark Rowlands.	All
Academy group training in phonics for all teaching staff (LSP), then subsequent face-to-face and online sessions.	All staff having a strong understanding of phonics will improve reading outcomes.	2
Training has been undertaken by the school pastoral lead. Time each week is allocated for the pastoral lead to catch up with vulnerable pupils.	Designated Teacher training. Trusted relationships training: Grief and bereavement training, adversity and trauma, the power of language, spotlight on parenting, self-harming and anxiety. Theraplay: group work. Mental Health Network.	3

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

Budgeted cost: £ minimum 80%

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide small group / 1-1 intervention programmes delivered to children who require a boost to their learning in order to 'close the gap' and reach their potential. This also address gaps caused by the two periods of school closures during school lockdowns.	DfE School-Led Tutoring Guidance document 2022	1, 2 and 5
To provide small-group / 1-1 support across the curriculum and across the school, for both low achieving and high achieving pupils.	School-led tutoring guidance	1 and 5
To provide specialised resources aimed at supporting progress in reading.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support parents with the cost of enrichment experiences beyond the	For some pupils, residential trips maybe their only opportunity to stay away from home and benefit from the social,	4

curriculum (residential visits / school trips / music lessons / swimming lessons).	emotional and independence skills such trips provide.	
To support parents with the cost of extended schools provision where appropriate (breakfast club / after school club).	To make sure pupils receive a full breakfast or after school meal. To benefit from the structure, social and learning opportunities that breakfast and afterschool clubs provide.	3 and 4
School Dogs: To provide support for vulnerable children.	Engagement levels and HT will discuss with class teacher how the work has affected academic work through pupil progress meetings.	3

Total budgeted cost: £ 24,687

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 2020 to 2021 academic year.

This was assessed via pupil progress meetings and end of year outcomes, both statutory and in-school.

The majority of PP pupils demonstrated progress and that some of the gaps due to the Covid enforced school lockdowns and begun to be closed.

Pupils that were helped to attend the year 6 residential visit also demonstrated an increased ability to deal with social and emotional situation and became more independent and confident as a result of the visit.

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