

Pupil premium strategy statement

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	Winford C of E Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers.	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nik Gardner Head Teacher
Pupil premium lead	Claire Tiernan Deputy-Head
Governor / Trustee lead	Daisy George

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,005
Recovery premium funding allocation this academic year	£2,000
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	£18,005

Statement of intent

At Winford Primary School we are committed to making sure that all children, regardless of their socio-economic background, are educated in a supporting, safe environment that challenges each child to reach their potential. Every child at Winford is exposed to a high-quality curriculum

which fosters a lifelong love of learning. The focus of our pupil premium strategy is to ensure that meaningful, evidence-based support is given to disadvantaged pupils; enabling good rates of progress, high attainment targets and the development of every child's social, emotional and mental health needs. As a school we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils and that appropriate provision is in place for pupils who belong to vulnerable groups, or have additional educational needs. At Winford, appropriate provision is based on data and evidence, making sure that the needs of socially disadvantaged pupils are sufficiently assessed and addressed. All of our work funded with support of the pupil premium grant will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum. We are also very aware of the importance of children's mental health and well-being and them feeling able to learn. As a result of this, we will target resources towards supporting pupil's mental and social health as well as academic. Finally, attending school regularly is a key driver in academic success. Attendance and punctuality will always be given high priority, as will fostering a love of school and school life

Our aims for our disadvantaged pupils are:

- Remove barriers to learning created by poverty, family circumstance and back-ground
- 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 under-standing 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	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Internal data indicates that pupils from disadvantaged backgrounds have lower attendance than their peers (89.28% in comparison to 94.21%).
2	Internal diagnostic assessment and observations show that a high proportion of disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils.

3	Through observations and conversations with pupils and their families, we find that a number of our disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	The impact of COVID 19 and loss of direct teaching has had a significant impact on the academic attainment of pupils across school, with a higher proportion of disadvantaged children in our setting failing to reach the expected standard in internal assessments last academic year. These findings are supported by national trends and studies.
5	Our assessments and observations indicate that the wellbeing and Social, Emotional and Mental Health needs of a number of our disadvantaged children requires therapeutic services or interventions.

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
Reading, writing and maths attainment of disadvantaged pupils is in line or above their non-disadvantaged peers	<ul style="list-style-type: none"> Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group. This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results. Quality first teaching is further embedded and developed alongside Rosenshine's principles in action so that disadvantaged children are challenged to think deeply about difficult concepts, making accelerated progress Walk thru strategies are implemented by all class teachers as effective teaching strategies to engage all learners and as assessment tools.
Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils.	<ul style="list-style-type: none"> Working with colleagues and focusing CPD to ensure that we are reducing pupil's cognitive load- developing a lesson structure to support this: Retrieval, address misconceptions, present new knowledge, whilst checking for understanding, chunked explanations.

	<ul style="list-style-type: none"> • Defining good teaching and sharing with staff- backed up by evidence. • Improving pupils as learners- behaviour vision. • CPD for and by subject leaders • Monitoring cycle • Staff training- CPD cycle on SDP. • High quality universal provision for all children- including models, scaffolds and visual aids where appropriate. • Develop a culture of 'purposeful partner talk'.
Improved attendance- Reduced persistent absence	Reduction in persistent absence for PPG group. Attendance data analysis at half-termly pastoral meetings shows figures for disadvantaged pupils above 95%.
Improved early reading attainment among disadvantaged pupils	At least 90% of pupils in Y1 to pass the PSC. Internal data tracking, formative and summative assessments show that disadvantaged pupils are making accelerated progress in reading.
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost/free to allow children to participate experiences that are not provided within the home environment
<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 confidence in a new area of learning such as positive dog training.</p> <p>To use the presence of all staff to offer social and emotional support where needed to</p>	<ul style="list-style-type: none"> • Pupils receive enough input to then not need further intervention to support learning. • Pupils learn that animals can raise one's wellbeing when their welfare is paramount. • Pupils learn basic principles of positive dog training in order to boost confidence in an unusual area within school. • To increase levels of wellbeing in order to help pupils be ready to learn.

increase a sense of wellbeing and a reduction in anxiety in PP pupils	
To ensure high quality dialogue for disadvantaged pupils within the classroom.	<ul style="list-style-type: none"> • Adopting a Kagen style approach for effective peer talk. • Careful pairing of PP children. • Class teacher support to encourage high quality dialogue.
Professional development to support the implementation of evidence-based approaches.	<ul style="list-style-type: none"> • Staff meeting cycle outlined in SDP • CPD for subject leaders to improve delivery and monitoring of all subjects. • LSP Inset training- Tom Sherrington • Targeted training to implement actions in termly RAP plans

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution to LSP Centre of Professional Development to support staff CPD in the following areas: <ul style="list-style-type: none">• Subject networks• Unlocking Letters and Sounds• Instructional coaching• Pedagogy• Curriculum Development	EEF: Closing the Attainment Gap Key Lessons Learned- Addressing educational disadvantage in schools and colleges, Marc Rowland	2, 4
To increase staff awareness of effective provision to support PP: <ul style="list-style-type: none">• working with colleagues to ensure that we are reducing cognitive load.• Defining good teaching and sharing with staff- backed up by evidence.• Improving pupils as learners- behaviour vision.• Staff meetings and insets.	<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). EFF frameworks Teach like a Champion and Walk Thrus.	2,4,5

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
DH release time to: <ul style="list-style-type: none"> • Monitor teaching and learning • Implement new strategies • Plan staff CPD • Support PP children in specific areas. • Lead subject leaders. • Oversee assessment of all pupils and track vulnerable groups. 	EEF: Closing the Attainment Gap Key Lessons Learned- Addressing educational disadvantage in schools and colleges, Marc Rowland	All
Completion of Boxall Profiling twice a year for all disadvantaged pupils to ensure teachers and support staff have a full understanding of their barriers to learning and can adapt teaching to meet their needs.	Nurture UK https://www.nurtureuk.org/research-evidence/	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £8,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	DfE School-Led Tutoring Guidance document 2022	2, 4, 5

These structured interventions would not take children out of high-quality learning time with their class teacher.		
<p>Reading leadership KS2 - ensuring expert provision across the school for fluency and comprehension, including expert reading intervention – unlocking letters and sounds Unlocking reading fluency</p> <p>Reading leadership FS/KS1 – unlocking letters and sounds. Targeted support for off-track disadvantaged pupils in phonics</p>	EEF: Closing the Attainment Gap Key Lessons Learned DfE Reading Framework 2021	2, 4
Pre teaching for pupils: Structured pre-teaching to stop learning gaps before they open.	EEF: Closing the Attainment Gap Key Lessons Learned	2, 4 and 5

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

Budgeted cost: £4,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support parents with the cost of enrichment experiences beyond the curriculum (residential visits / school trips / music lessons / swimming lessons/theatre visits).	EEF (2019) The EEF guide to the pupil premium Addressing educational disadvantage in schools and colleges, Marc Rowland (tiered approach)	1, 3
To support parents with the cost of extended	EEF (2019) The EEF guide to the pupil premium - Addressing educational	1, 3 and 5

schools provision where appropriate (breakfast club / after school club).	disadvantage in schools and colleges, Marc Rowland (tiered approach)	
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.	5
Activities include: <ul style="list-style-type: none"> • Daily check-ins with families with low attendance rates • Termly coffee mornings for parents • 3 weekly reviews of attendance data • 6 weekly reviews of attendance with Education Welfare Officer • Regular supportive meetings with families to support attendance. 	EEF (2020) The EEF guide to supporting school planning: a tiered approach 2020-21	1
Boxall training	ELSA training for Learning Mentor EEF: Improving Social and Emotional Learning in Primary Schools 2019	5
Pastoral lead	Pastoral lead: <ul style="list-style-type: none"> • Learning mentor training • Sessions with vulnerable PP children to support with emotional needs and social skills. • In classroom support to help remove barriers for learning. 	5

Total budgeted cost: £ 18,005

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.

Teaching:

Across the school PP data had improved since the previous academic year. Data showed that 58% of PP children were assessed as expected or higher in reading, 42% in writing and 42% in maths. In the previous academic year, it was 31% in all core subjects. 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 begun to be closed. This followed trust approaches and priorities and was supported via trust-wide CPD on closing the disadvantaged gap, led by evidence from external experts such as Marc Rowlands, which has continued to inform practice. We continue to aim to further reduce and eliminate the disadvantaged gap.

Targeted Support:

In line with diagnostic assessments, hinge questions are starting to be embedded into all aspects of pedagogy across the school. This has supported teachers to identify barriers to learning on a lesson-by-lesson basis in order to immediately support via interventions such as post-teaching and gap filling. In line with our robustly developed pedagogy, evidence from experience enabled us to use high quality teaching that was well matched to pupil needs in our interventions. As stated in the EEF high quality teaching guide, CCC and CCC, we know that expert teachers are best placed to deliver guided instruction and intervention. Our focus is now on high quality teaching and universal provision with clear direction for LSA support within the classroom or for structured interventions.

Wider Strategies:

We recognise that persistent absence is a barrier to educational attainments and school staff worked closely with all stakeholders to ensure that disadvantaged families were fully supported to improve their attendance.

Improved wellbeing and engagement in school life, including offering breakfast and after school club to targeted children and our pastoral lead was able to work 1:1 with PP children offering wellbeing support sessions.

Pastoral support for families.

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