

Pupil premium strategy statement – Winterton Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	67 (6 Nursery Pupils)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Current academic year 2022 - 2023
Date this statement was published	Dec '22
Date on which it will be reviewed	Dec '23
Statement authorised by	Louise Scott/Lisa Jones
Pupil premium lead	Louise Scott/Hannah Waters
Governor / Trustee lead	Dawn Carmen-Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,930
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,930

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils.

At Winterton Primary School and Nursery, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is alongside our commitment to developing the 'whole' pupil, including their learning characteristics, within the areas of personal development, creative development and community engagement. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are in care or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A well planned, ambitious and carefully sequenced curriculum and high-quality teaching is at the heart of our approach. A 3-tiered approach of focussing on High-quality teaching, targetted academic support and wider strategies that focus on non-academic challenges to success are 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*.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

We are committed to meeting the pastoral, social and academic needs of our children within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities to enable them to lead active and fulfilled lives.

Pupil Premium funding may be spent on staffing.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum

- Develop confidence in pupils to communicate effectively in a wide range of contexts
- 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.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in curriculum enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Work closely in partnership with families to address any barriers to school attendance

Challenges

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

Challenge number	Detail of challenge
1	Attendance - see impact report below for attendance data 21-22
2	Low achievement in Reading (including phonics)
3	Low achievement in Writing
4	Low achievement in Maths
5	Lack of access to cultural capital experiences Our catchment area is on the outskirts of an area of high deprivation. Pupils need to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils need to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital). Ensuring that children are aware of the opportunities available to them, presently and in the future, and provide them with avenues in which to access them.
6	Wellbeing, emotional capacity to learn and self-regulation Assessments (including our pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for pupils.

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
Pupils will not be disadvantaged by absence or poor punctuality	Attendance of disadvantaged pupils is equal to or above national average.
Where data evidences there is a gap in Reading (including Phonics attainment) between pupil premium and non-pupil premium peers, this will be reduced by the end of the strategy plan Improved phonic acquisition and reading fluency.	The achievement gap between Pupil Premium and non-Pupil Premium children in Statutory Reading assessments and Phonics screening is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil Premium peers.
Where data evidences there is a gap in Writing between pupil premium and non-pupil premium peers, this will be reduced by the end of the strategy plan.	The achievement gap between Pupil Premium and non-Pupil Premium children in Statutory assessments is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil Premium peers.
Where data evidences there is a gap in Maths between pupil premium and non-pupil premium peers, this will be reduced by the end of the strategy plan.	The achievement gap between Pupil Premium and non-Pupil Premium children in Statutory assessments is less than that reported nationally. The attainment gap between that of the school and national data is closing. Internal tracking and monitoring shows Pupil Premium children progress equal to or greater than their non-pupil Premium peers.
An improved curriculum enrichment for all pupils in our school, particularly our disadvantaged pupils.	By the end of 2023-2024, there will be higher participation in a broad range of after school curricular enrichment, especially from disadvantaged pupils. All pupils will attend a variety of different educational visits, including residential experiences. Monitoring uptake of curriculum enrichment and educational visits. The curriculum will provide the knowledge and skills that exposes pupils to the cultural capital they need to engage as active participants in society.
To achieve and sustain improved wellbeing and emotional capacity to learn for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by the end of 2023-2024 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, wellbeing surveys and teacher observations • Engaging with Learning Pi targets at home and school to enhance learning characteristics such as resilience, determination, independence, self-improvement and responsibility • An increase in participation in enrichment activities, particularly from disadvantaged pupils

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: £21,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Programme of CPD to embed Teaching and learning Principles by Interim Regional Executive Lead</i></p>	<p>Rosenshine’s Principles of Instruction https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths Hub.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	<p>2,3,4</p>
<p><i>Instructional Coaching Model embedded by Interim R.E.L & AAH</i></p>	<p>https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/</p> <p>https://www.ambition.org.uk/blog/what-instructional-coaching/</p>	<p>2,3,4</p>
<p><i>Phonics training for all teachers of early reading by Hub Early Reading Lead and English Lead.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>2,4</p>

	Phonics Toolkit Strand Education Endowment Foundation EEF	
<i>Pupil Progress meetings are used to support future teaching and intervention</i>	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4,5,6
<i>Resourcing the Read, write, Inc based Phonics scheme to continue to provide strong phonics teaching for all pupils.</i>	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: £ Included in budget above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support staff delivering structured interventions. Targeted 1:1 and small group interventions delivered by teacher and TA's</i>	(EEF + 4 months impact) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	2,3,4

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

Budgeted cost:£2947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Monitoring of attendance</i>	Attendance Lead (AAH) to review with OM and provide support for individual families where attendance falls within	1

	the intervention approaches within the trust policy.	
<i>Support from Trust Attendance Lead</i>	Pupil absence remains worryingly low for all pupils.	1
<i>Support with educational visits</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 6
<i>Curriculum enrichment funded after school and holiday provision - staff and resources</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 6

Total budgeted cost: £24,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Impact report:

Attendance 21-22 (still experiencing impact from Covid Pandemic):

Whole school Attendance	Whole School Persistent Absence	Pupil premium Attendance	Pupil Premium Persistent Absence	Non PP Attendance	Non-PP Persistent Absence
88.48%	45.12%	86.4%	44%	89.58%	45.61%

National data for the full year is due to be published March '23. Autumn '22 & Spring '22 combined indicates an average of 93.8% attendance.

Persistent absence nationally for the reported period was 18.2% compared to 45.12% at Winterton. Pupil premium pupils saw a level of persistent absence at 44%.

This indicates that there is significant work to be had to improve the attendance of all pupils at Winterton Primary School.

KS1 Outcomes:

Phonics:

Nationally the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap by 17 percentage points. Pupil Premium pupils attained lower than that of Pupil Premium pupils nationally at 62%. Pupil premium pupils at Winterton attained lower than that of their pupil premium peers nationally by 12 percentage points.

National Data:

In reading, attainment fell to 51% for disadvantaged pupils . ged pupils.

In maths, attainment fell to 52% for disadvantaged pupils.

School data:

Pupil premium pupils at Winterton attained higher than that of their pupil premium peers indicating that there has been a positive impact on the outcomes for pupils at the end of KS1 for our pupil premium pupils. Pupil Premium children achieved 66.7% in individual subjects of reading, writing and maths.

KS2 Outcomes

Subject	School All pupils	All pupils national	School - Pupil Premium	PP National	School Non-PP	National Non.PP
RWM:	45.5%	59%	33.3%	43%	60%	66%
Reading	72.7%	75%	83.3%,	63%	60%	80%
Writing	45.5%	69%,	50%,	55%	60%	75%
Maths	45.5%	71%	33.3%	56%	60%	78%

Pupil Premium pupils attained better in reading than their non pupil premium peers compared to the school and national average.

Pupil Wellbeing Impact:

Overall our pupils wellbeing survey has indicated an improvement in pupils happiness and enjoyment at school but data indicates that there is further work to be done around strengthening the implementation of Learning Pi and Learning Characteristics.

Therefore, the implementation of Learning Pi and Learning Characteristics remain a priority for the 22-23 strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.