

## Pupil premium strategy statement – Winterton Primary School and Nursery

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	63 (2 Nursery Pupils)
Proportion (%) of pupil premium eligible pupils	34.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021 - 2024 Current Academic Year 2023 - 2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	Jemima Williams - Headteacher
Pupil premium lead	Jemima Williams - Headteacher Hannah Waters - Assistant Academy Headteacher
Governor / Trustee lead	Dawn Carmen-Jones

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,900
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£22,900

## Part A: Pupil premium strategy plan

### Statement of intent

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 focusing on High-quality teaching, targeted 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, and first hand learning experiences.
- Target funding for technology programmes to support learning outcomes across the curriculum.
- 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
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1	Attendance - Current data shows attendance for pupils eligible for Pupil premium funding is below national average.
2	Low attainment in Reading and Early Phonics in KS1
3	Low attainment and progress in Writing and Maths
4	<p>Lack of access to cultural capital experiences Our catchment area is on the outskirts of an area of high deprivation.</p> <p>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).</p> <p>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.</p> <p>An increase in participation in enrichment activities, particularly from disadvantaged pupils</p>

### 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
<i>Pupils will not be disadvantaged by absence or poor punctuality</i>	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 end of pupil premium 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.

Improved writing and maths attainment among disadvantaged pupils.	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 2024-2025, 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

### 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: £19,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

attendance/support officers to improve attendance.		
TFW training for all teaching and support staff to drive up the standards in writing across the curriculum and for disadvantaged families.	TFW is an engaging framework for teaching literacy across the curriculum. <a href="https://www.talk4writing.com/train-with-us/eyes1r/">https://www.talk4writing.com/train-with-us/eyes1r/</a>	2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led 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.	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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2, 3
Pupil Progress meetings are used to support future teaching and intervention	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	2,3
Resourcing the Read, write, Inc based Phonics scheme to continue to provide strong phonics teaching for all pupils.	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	2,3

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

Budgeted cost: Included in above budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support staff delivering structured interventions. Targeted 1:1 and small group interventions delivered by teacher and TA's	(EEF + 4 months impact) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led 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.	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: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	2,3

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment funded after school and holiday provision - staff and resources	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>	1,4
Support with educational visits	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,4
Purchasing educational technology to support disadvantaged pupils with attainment in	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	2,3

writing and recall in maths		
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**Total budgeted cost: £22,900**

## **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 previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

At Winterton primary school we are not required to publish our KS2 data due to a low cohort representation of 3 pupils.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that pupil premium pupils in KS1, 50% of all pupils are on track to achieve RWM combined.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that pupil premium pupils' attendance is 84.9% which is below national average.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present *continuing to work towards* achieving our outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that QFT, staff retention and CPD have had the most significant impact on our pupil premium pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further information section below



provides more details about our planning, implementation, and evaluation processes.

### 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

