

Pupil premium strategy statement – Winyates Primary School



In June 2019, the EEF published a new guide on the Pupil Premium. The [The EEF Guide to the Pupil Premium](#) which aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends schools take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for Early Career Teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium Strategy as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social & emotional support.

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.

The EEF (Education Endowment) Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action.

See link for further information: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2021 - Aug 2024
Date this statement was published	November 2021
Date on which it will be reviewed	August 2024
Statement authorised by	Mrs C Firth
Pupil premium lead	Mr R Colley
Governor / Trustee lead	Mr S Reed

Funding overview

Detail	2021 - 2022	2022 - 2023	2023 - 2024
Pupil premium funding allocation this academic year	£152,605.00	£173,015.00	£178,665.00
Recovery premium funding allocation this academic year	£11,853.00	£12,578.75	£12,868.75.
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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></p>	£0.00	£0.00	£0.00
<p>Total budget for this academic year</p> <p><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></p>	£164,458.00	£185,593.75	£191,533.75

Part A: Pupil premium strategy plan

Statement of intent

At Winyates Primary School, we want to close the gap between disadvantaged and non-disadvantaged pupils during their time in school. We aim for more pupils to end each academic year At Age Expected or above. To achieve this we aim to work on academic and social and emotional barriers that may hold learning back. As a school, we intend to develop enrichment opportunities for our disadvantaged pupils so they can experience all possible 'life-chances' for themselves.

Our Key principles:

Based on the EEF research (the information in red shows the impact our chosen activity should have based on research):

- To close the gap between PP and non PP by the end of the academic year for phonics, reading and maths. Quality First Teaching in class is a priority to ensure children are getting the best education. This is supported by a clear 'Assessment for Learning' process to ensure that children keep up. This approach is employed across the school with precise teaching to support and challenge learners. Structured small group teaching is used as appropriate for key learners and these are carefully monitored for impact.
- To unpick and support the well being barriers for children through small group work, one to one support and whole class nurture using our STRIVE support network. To use adults and child led referrals for this additional support and to monitor the impact it has: tailoring it to ensure it meets need and delivers.
- To ensure that disadvantaged children are not held back in their learning by not having the 'life' opportunities open to other children their age: to enrich their lives through experiences, trips and visitors.

Challenges

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

Challenge number	Detail of challenge
1	To track the provision of our disadvantaged SEND children carefully at 'their level' to ensure they make progress at 'their level' even if the gap does not close.
2	Writing progress in the children receiving STRIVE/Thrive support was less than reading and maths. To unpick what causes this discrepancy; to develop confidence in maths through into STRIVE/Thrive.
3	Parental Support/ engagement in learning at home: classes where less Home Learning took place in lock down there is a key gap. This also shows in homework support and reading at home. This can be developed through adult support in school.
4	There is a gap between pupil Premium and non-Pupil Premium children in phonics, maths and reading. Specifically EYFS KS1 writing and Maths KS2 reading and maths

5	Year One writing at the end of last year showed a bigger gap between Pupil Premium and non-Pupil Premium than some other year groups.
6	Following analysis of 'Strive' statements, key issues regarding 'expressing difficulties', 'acknowledging uncomfortable and vulnerable feelings' and 'can recognise when using power inappropriately' for children in KS1 and lower KS2. Strategies needed to embed resilience, discussing negative feelings and supporting pupils through challenging situations to find a way out. Alongside this, finding strategies to promote children's pride in their work.
7	EYFS data showed a significant gap between Pupil Premium and non Pupil Premium children in the end of year GLD data.
8	Improve attendance rate for PP children so it is in line with national average

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
To set high expectations for disadvantaged pupils in phonics Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception – RWI data, Year 1 & 2 – RWI and the phonics screening data)
To set high expectations for disadvantaged pupils in reading. Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception & Year 1 to use TA and RWI data, Year 2 - Year 6 to use PIXL, REN Learn and WPM data).
To set high expectations for disadvantaged pupils in maths Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show the good progress (Reception & Y1 use TA data, Y2 to Y6 to use PiXL data).
To set high expectations for disadvantaged pupils in writing Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Pupil Premium children make good progress. Progress matrix grids show good progress (writing moderation across school).
Track disadvantaged SEND children carefully to ensure they have all made progress during the year.	IEP targets would show that at least 80% of children have made progress when RAG rated at the end of each term. Assessments at the level of the pupil should show that they have made progress in learning from Aut2 to Sum2 (reading age, maths age, spelling age KS2 / sound knowledge KS1).
To break down well-being barriers to learning for children. To have identified the emotional and social	Develop a positive sense of self and understanding self and others. Discovering different roles and relationships with others. Understand consequences

<p>need to put clear support in place so they are ready to learn in lessons.</p> <p>Power and Identity (KS1 & Y3)</p> <p>Skills and Structure (KS2)</p>	<p>of their behaviour and are familiar with social expectations.</p> <p>Learn about their own and others' way of doing things - to develop new skills. Child or young person takes pleasure in thinking about different ways of doing things and acquiring new skills.</p> <p>Children show progress in TA or PIXL from Aut2 to Sum2</p> <ul style="list-style-type: none"> • Reading - 96% expected progress+; 53% more than expected progress • Writing - 98% expected progress+; 51% more than expected progress • Maths - 98% expected progress+; 58% more than expected progress <p>There are less behavioural incidents for children which have stopped them learning. Over the year, incidents should drop by 50% for these children.</p>
<p>Increase attendance rates of PP children across the school and a reduced gap between PP and non-PP children relating to their attendance</p>	<p>The outcomes will be measured with the attendance and attainment data.</p>

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: £74,328.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller Year Six Classes	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating successes and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Quality First Teaching to split class into two smaller groups of 15 for English and Maths so that Key Marginal children can have focused attention in lessons to address misconceptions and move learning on faster. This will also enhance and develop the quality of feedback given.</p> <p>Reducing Class sizes (+3 months – EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p>	4 + 5
Smaller Year Five Classes	<p>DFE report: supporting the attainment of disadvantaged pupils: articulating successes and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p> <p>Quality First Teaching to split class into two smaller groups of 15 for English and Maths so that Key Marginal children can have focused attention in lessons to address misconceptions and move learning on faster. This will also enhance and develop the quality of feedback given.</p> <p>Reducing Class sizes (+3 months – EEF Toolkit)</p> <p>Feedback (+8 months – EEF Toolkit)</p>	4 + 5
Assistant SENCO	<p>To develop a robust system for analysing SEND data and provide training for staff to ensure the provision in classrooms meets their needs (both in independent learning through delivery of instruction and type of task as well as the support package planned).</p> <p>Individualised Instruction (+3 months – EEF Toolkit)</p> <p>Teaching Assistants (+2 months – EEF Toolkit)</p>	1
Thrive Training	<p>Quality training for well-being to ensure school has an accredited Thrive Practitioner within school to support needs of pupils in a one to one situation using a specialised programme.</p> <p>Social and Emotional learning (+4 months – EEF Toolkit)</p>	5 + 6

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

Budgeted cost: £75,198.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Expert	<p>Targeted, planned small group and one to one work with an adult using specialist programmes to support children in keeping up within class expectations. Timetabled and regular support available to build key skills in line with class work as well as confidence. Assessed before starting and accountable for progress throughout the programme. RWI programme; Project X and PiXL Therapies to be used.</p> <p>Reading Comprehension Strategies (+6 months – EEF Toolkit) Small Group Tuition (+4 months – EEF Toolkit)</p>	3 +4+7
Third Space Maths	<p>Targeted one to one on a set programme. Timetabled and regular. Assessed before starting and programme devised to fill personalised gaps in learning as part of a regular timetabled lesson.</p> <p>One to One Tuition (+5 months – EEF Toolkit)</p>	5
Phonics Experts	<p>Quality First Teaching is employed to split the class into groups of 6-8 for RWI sessions. which are targeted at the learners level of need using regular, clear assessment processes. A clear and systematic process of 'keep up not catch up' is employed and short bursts of structured one to one support offered as part of the timetabled phonics to facilitate this. Regular monitoring and CPD by a Phonic Lead ensures all adults provide expert tuition.</p> <p>Reducing Class sizes (+3 months – EEF Toolkit) Small Group Tuition (+4 months – EEF Toolkit) Phonics (+4 months – EEF Toolkit)</p>	3 + 4 +7
Academic Mentoring	<p>To provide quality, targeted teaching in small groups and one to one for Year 6 to ensure they are ready for secondary school as part of continuous daily teaching. To target both middle and high attainers. PiXL Therapies to be used to address the gaps.</p> <p>Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit)</p>	3,4 + 5
SP Tutoring	<p>To provide quality, targeted teaching in one to one situations for Year 6 to ensure they are ready for secondary school. To target both middle and high attainers. PiXL Therapies to be used to address the gaps.</p> <p>One to One Tuition (+5 months – EEF Toolkit)</p>	3, 4 + 5
Teacher led tutoring	<p>To provide quality, targeted teaching in one to one situations for Year 6 to ensure they are ready for secondary school. To target both middle and high attainers. PiXL Therapies to be used to address the gaps.</p> <p>One to One Tuition (+5 months – EEF Toolkit)</p>	3, 4 + 5
increase in EYFS teacher capacity FT+40%	<p>Quality First Teaching is provided through experienced practitioners in small groups for key identified areas through continuous assessment for learning to enhance their planned classroom provision. Structured small group learning will be designed to close gaps in learning throughout the day and targeting will be fluid to ensure all learner's needs are met appropriately</p> <p>Reducing Class sizes (+3 months – EEF Toolkit) Small Group Tuition (+4 months – EEF Toolkit)</p>	4 + 7
Key Stage One	<p>Quality First Teaching is provided through experienced practitioners in small focussed groups to ensure they are targeted based on quality 'Assessment for Learning'.</p> <p>Reducing Class sizes (+3 months – EEF Toolkit) Small Group Tuition (+4 months – EEF Toolkit)</p>	4

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

Budgeted cost: £42,007.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Provision	Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Whole Class STRIVE used key assessment statements to unpick learning needed. One to one provision using Thrive programme. Social and Emotional learning (+4 months – EEF Toolkit)	2 + 6
Forest School	Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Use of whole class Forest School to build confidence and self esteem as well as building self-awareness and choice. One to One Forest School for nurture. Qualified Forest School Practitioner to lead sessions. Social and Emotional learning (+4 months – EEF Toolkit)	2 + 6
Family Liaison	Research shows links to developing sleep hydration and nutrition and the key part they play in the acquisition of learning. Our Family liaison works with parents to build strong relationships to develop this knowledge and build improvements in learning, including lowering of emotional barriers. Strategies and resources such as Parental Inclusion Clinics; EHAs; Sleep Clinics to be used. Parental Engagement (+3 months – EEF Toolkit)	3, 5 + 6
Improve Attendance and ensure whole school attendance remains above 95% Specifically focus in on PP attendance with the following strategies: <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • First day calls • Home visits • Penalty fines for extended holidays • Weekly attendance rewards in Celebration assembly • Work closely with attendance officer – meet bi-weekly. 	DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 percent of all sessions.	8

Total budgeted cost: £191,533.75

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 performance data, phonics check results and our own internal assessments. Data from the tests and assessments suggest that disadvantaged pupils by the end of KS1 still under-perform compared to non-disadvantaged pupils. By the time they reach the end of KS2, these gaps are closed and over 79% of disadvantaged pupils reach expected standard or above for combined reading, writing and mathematics.

Intended outcome	2023 outcomes
To set high expectations for disadvantaged pupils in phonics Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	EYFS RWI data: 7/11 pupils at EXS+ (64%) Year 1: 8/12 passed phonics check (67%) Non PP: 17/17 (100%) National average: 79% Year 2: 11/13 passed Aut phonics check (85%) Non PP: 11/12 (92%) National average: 89%
To set high expectations for disadvantaged pupils in reading. Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Year 2: 9/13 pupils achieved EXS+ (69%) Non PP: 11/12 (92%) National average: 68% Year 6: 17/19 pupils achieved EXS+ (89%) Non PP: 9/11 (82%) National average: 73%
To set high expectations for disadvantaged pupils in maths Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Year 2: 9/13 pupils achieved EXS+ (69%) Non PP: 11/12 (92%) National average: 70% Year 6: 18/19 pupils achieved EXS+ (95%) Non PP: 10/11 (91%) National average: 73%
To set high expectations for disadvantaged pupils in writing Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Year 2: 11/16 pupils achieved EXS+ (54%) Non PP: 11/12 (92%) National average: 60% Year 6: 17/19 pupils achieved EXS+ (89%)

	Non PP: 10/11 (91%) National average: 71%
Track disadvantaged SEND children carefully to ensure they have all made progress during the year.	IEP targets show that at least 78% of children have made progress. Assessments at the level of the pupil will show that they have made progress in learning from Autumn 2 to Summer 2.
To break down well-being barriers to learning for children. To have identified the emotional and social need to put clear support in place so they are ready to learn in lessons. Power and Identity (KS1 & Y3) Skills and Structure (KS2)	Children show progress in TA/PIXL from Autumn 2 to Summer 2. There are less behavioural incidents
Increase attendance rates of PP children across the school and reduce the gap between PP and non-PP children relating to attendance	Whole school attendance (22-23): 94.21% PP attendance (22-23): 94%