

Pupil premium strategy statement – Winyates Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr R Colley
Pupil premium lead	Mr M Carson-Doughty
Governor / Trustee lead	Mr S Reed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,333
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£154,333

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	Parental Support/ engagement in learning at home. This also shows in homework support and reading at home. This can be developed through adult support in school.
3	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
4	Following analysis of 'Thrive' 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.
5	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 shows 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 need to put clear support in place so they are ready to learn in lessons.	Develop a positive sense of self and understanding self and others. Discovering different roles and relationships with others. Understand consequences of their behaviour and are familiar with social expectations. 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>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>
Increase attendance rates of PP children across the school and a reduced gap between PP and non-PP children relating to their attendance	The outcomes will be measured with the attendance and attainment data.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93,642.46

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>	1 + 3
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</p> <p>Individualised Instruction (+3 months - EEF Toolkit)</p> <p>Teaching Assistants (+4 months - EEF Toolkit)</p>	1

Thrive training & staffing	Quality training for well-being to ensure each practitioner is fully accredited within school supporting the needs of all pupils Social & Emotional learning (+4 months - EEF Toolkit)	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21,507.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Standards teacher: Year 6 (Reading and maths)	Providing individual and small group support for 'keep up, not catch up' rhetoric in English and maths. This provision has been incredibly successful in the past. Small Group Tuition (+4 months - EEF Toolkit) One to One Tuition (+5 months - EEF Toolkit) Feedback (+6 months - EEF Toolkit) Reading comprehension strategies (+6 months- EEF toolkit)	1 & 3
Tutoring (Range of TAs)	To provide quality, targeted teaching in small groups and one to one for Year 1, 2, 3 and 5 to ensure they are ready for secondary school before and after school. To target both middle and high attainers. Small Group Tuition (+4 months – EEF Toolkit) Feedback (+6 months - EEF Toolkit) Reading comprehension strategies (+6 months- EEF toolkit)	1 & 3
Teacher led tutoring	To provide quality, targeted teaching in one to one and small group situations for Year 6 to ensure they are ready for secondary school in after school sessions. To target both middle and high attainers Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Feedback (+6months - EEF Toolkit) Reading comprehension strategies (+6 months- EEF toolkit)	1 & 3
EYFS Interventions	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 learners' needs are met appropriately. <ul style="list-style-type: none"> • fine motor skills • phonics (fast track tutoring) • letter formation • Writing • 1 to 1 correspondence and recognition up to 10 • number formation 	1, 3 & 4

	Small Group Tuition (+4 months – EEF Toolkit) One to One Tuition (+5 months – EEF Toolkit) Phonics (+5 months - EEF Toolkit)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,474.38

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. Social and Emotional learning (+4 months - EEF Toolkit)	4
Wider curricular activities	To provide opportunities and experiences for the children that develop their passions and talents. By building confidence, social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Social and Emotional learning (+4 months - EEF Toolkit) Sports participation (+1 months - EEF Toolkit)	4
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. Parental Engagement (+4 months - EEF Toolkit)	2 & 5
PE Mentoring	Social and emotional needs of children are met to ensure their barriers to learning are addressed and lessened. Links with better fitness and concentration levels when in class are addressed through a positive relationship with exercise and health. Sports participation (+1 months - EEF Toolkit) Social and Emotional learning (+4 months - EEF Toolkit) Behaviour interventions (+4 months- EEF Toolkit)	1, 3 & 4

Total budgeted cost: £178,624.38

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 2023/24 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 EYFS either were in line or exceeding non-disadvantaged pupils. However disadvantaged pupils have lower attainment and progress compared to non-disadvantaged pupils throughout Years 1-5. By the time they reach the end of KS2, these gaps have closed and 100% of pupils (without SEN) reached the expected standard in Reading, Writing and Maths.

Disadvantaged Pupils with SEND make progress within their IEP targets.

83% of our disadvantaged children participated in extra provision to support their emotional and social well-being, helping to build confidence and readiness to learn.

Intended outcome	2024 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.	Year 1- Phonic screening PP-82% Non-PP- 77%	
	Year 2- Phonic screening PP-85% Non-PP- 94%	
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.	EYFS start: PP- 0% (0%) Non-PP 71% (14%GD)	EYFS end: PP- 51% (0%GD) Non-PP- 87% (27%GD)
	Year 1 start: PP- 13% (0%GD) Non-PP 44% (22%GD)	Year 1 end: PP- 85% (15%GD) Non-PP-100% (33%GD)
	Year 2 start: PP- 30% (0%GD) Non-PP 0% (0%GD)	Year 2 end: PP- 85% (23%GD) Non-PP 94% (13%GD)
	Year 3 start: PP- 9% (0%GD) Non-PP 55% (0%GD)	Year 3 end: PP- 80% (27%GD) Non-PP-100% (69%GD)

	Year 4 start: PP- 25% (0%GD) Non-PP 23% (8%GD)	Year 4 end: PP- 60% (27%GD) Non-PP 50% (21%GD)
	Year 5 start: PP- 21% (0%GD) Non-PP 59% (17%GD)	Year 5 end: PP- 85% (21%GD) Non-PP 93% (43%GD)
	Year 6 start: PP- 33% (0%GD) Non-PP 38% (0%GD)	Year 6 end: PP- 95% (43%GD) Non-PP 90% (70%GD)
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.	EYFS start: PP- 0% (0%) Non-PP- 36% (0%GD)	EYFS end: PP- 38% (0%GD) Non-PP- 87% (7%GD)
	Year 1 start: PP- 13% (0%GD) Non-PP 44% (0%GD)	Year 1 end: PP- 65% (18%GD) Non-PP- 85% (23%)
	Year 2 start: PP- 30% (0%GD) Non-PP - 53% (0%GD)	Year 2 end: PP- 77% (31%GD) Non-PP 94% (25%GD)
	Year 3 start: PP- 42% (0%GD) Non-PP 64% (0%GD)	Year 3 end: PP- 80% (20%GD) Non-PP 100% (46%GD)
	Year 4 start: PP- 25% (0%GD) Non-PP 8% (0%GD)	Year 4 end: PP- 63% (19%GD) Non-PP 71% (14%)
	Year 5 start: PP- 15% (0%GD) Non-PP 33% (0%GD)	Year 5 end: PP- 64% (7%GD) Non-PP 57% (14%GD)
	Year 6 start: PP- 19% (0%GD) Non-PP 38% (0%GD)	Year 6 end: PP- 95% (48%GD) Non-PP 90% (70%GD)
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.	EYFS start: PP- 0% (0%GD) Non PP- 86% (0%GD)	EYFS end: PP- 38% (0% GD) Non-PP- 87% (20%GD)
	Year 1 start: PP- 7% (0%GD) Non-PP 44% (0%GD)	Year 1 end: PP- 59% (6%GD) Non-PP - 54% (31%GD)
	Year 2 start: PP- 50% (0%GD) Non-PP 67% (0%GD)	Year 2 end: PP- 61% (15%GD) Non-PP 69% (6%GD)

	Year 3 start: PP- 8% (0%GD) Non-PP 54% (9%GD)	Year 3 end: PP- 47% (0%GD) Non-PP 92% (23%GD)
	Year 4 start: PP- 13% (0%GD) Non-PP 23% (0%GD)	Year 4 end: PP- 38% (0%GD) Non-PP 50% (0%GD)
	Year 5 start: PP- 14% (0%GD) Non-PP 50% (0%GD)	Year 5 end: PP- 71% (0%GD) Non-PP 57% (21%GD)
	Year 6 start: PP- 33% (0%GD) Non-PP 38% (0%GD)	Year 6 end: PP- 95% (19%GD) Non-PP 90% (30%GD)
Track disadvantaged SEND children carefully to ensure they have all made progress during the year.	IEP targets- Rag rating Assessments at the level of the pupil should show that they have made progress in learning from Aut2 to Sum2 Teacher assessment data on insight shows the progression:	
	Autumn data for PP with Send R: 0% 0GD M: 0% 0%GD W: 0% 0%GD	Summer data for PP with Send R: 24% 9% M: 19% 4% W: 14% 5%
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.	83% of PP pupils participated in extra provision- e.g sports mentoring/drumming/sports clubs/panto etc Pupil voice showed that these opportunities helped the children to build their confidence.	

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
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 funding.