

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Winhills Primary Academy |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 45% (103/228) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | John Turner-Headteacher |
| Pupil premium lead | John Turner-Headteacher |
| Governor / Trustee lead | Sandra Gill- Chair of LGB. |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £127775 |
| Recovery premium funding allocation this academic year | £14210 |
| 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 | £141985 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Winhills Primary Academy is to provide all pupils with the opportunity to achieve to their full potential and make good progress both academically and social and emotionally, irrespective of their background or the challenges they face. The focus of this pupil premium strategy is to support disadvantaged pupils to be able to achieved this.

We employ strategies and interventions to remove barriers which can be caused by personal circumstances or gaps in learning. When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

Common barriers to learning for disadvantaged pupils:

- Weak language and communication skills.
- Less support at home.
- Attendance and punctuality issues.
- More frequent behavioural issues.
- Lack of confidence.
- Social and emotional issues.
- Lack of breakfast at home.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and different approaches may need to be take to support different children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment about the impact of disadvantage. To ensure our approaches are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance and punctuality |
| 2 | Children struggling to access the school day due to social, emotional or behavioural issues. |
| 3 | Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Key Stage 2. |
| 4 | Early Reading and Phonics. |
| 5 | Lower attainment in Maths and English. |
| 6 | Early support for our families with a particular focus on disadvantaged families. |
| 7 | Additional agencies involved with families meaning that social needs of the children require additional support. |
| 8 | Parental engagement with supporting children's learning. |

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 |
|--|---|
| Improved and sustained attendance and punctuality for all pupils, particularly our disadvantaged pupils. | <p>Sustained and high attendance from 2022-2023 demonstrated by:</p> <ul style="list-style-type: none"> -the overall attendance of all pupils improves. -the gap between the attendance of non-disadvantaged and disadvantaged pupils closes (baseline-pre COVID-19 percentages) -percentage of persistent absentees improves (baseline- pre COVID-19- |
| To achieve and sustain improved social, emotional and the behavioural wellbeing for all pupils in our school particularly our disadvantaged pupils | <p>This is demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from student voice and parent surveys. -reduction in children having to have time out of lessons due to not being ready to learn. -improvement in children's happiness at school. |
| Improved oral language skills and vocabulary. | <ul style="list-style-type: none"> -Children will be assessed on their speech language and communication needs as a baseline. -Children identified early for S + L support. |

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| | -Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school. |
| Improved attainment in English and Maths. | -Closing the gap on their peers by the end of the year (based on summer term data). |
| Improved Phonics and Reading | -Children will be assessed as a baseline. -Improved scores by the end of the year. |
| To provide support for our families to ensure that they are able to support their children and in turn ensure that the children are ready for school. | -Families are identified and support is put in when need is at a lower level. -Continued support where external agencies are involved. -Children are in school and ready to learn. (monitor attendance of those families who we are supporting). -Help to improve children's long-term outcomes. -Fewer families need higher level external support. -Improved parental engagement. |
| Improved parental engagement with home learning and ability to support learning. | -Where parental engagement with home learning is low, children to complete homework with parental support regularly. -Parental workshops to support parents with 'how they could support their child's learning.' |

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: £40, 610

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including implementing 'Mastering Number' programme across Reception and Key Stage 1). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Focus on improving Mathematics in the Early Years and Key Stage 1 | 5 |
| Implementation of consistent approach to the teaching of Reading across school. Staff CDP and release time for Literacy Lead to research, plan and implement this new approach. | See EEF Toolkit: High quality teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' | 4, 5 |
| Purchase of a DfE validated Synthetic Phonics programme to secure stronger 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 | 4, 5 |

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| Staff CPD | High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days. We are currently part of the Maths Hub, developing Early Maths. Staff are released regularly to lead effectively. | 2, 3, 4, 5 |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 2 |

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

Budgeted cost: £37140

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 4 |
| Structured interventions for Maths across school. | Pupils' historical attainment, and with recent disruption to school, show pupils have gaps in their learning that need to be identified and effectively targeted in order for progress to be made. | 5 |
| Structured interventions to support development of reading comprehension in KS1 and KS2 | EEF Improving Literacy in KS2 | 4, 5 |
| Analysis of data from assessments to quickly identify children that need targeted support Termly Pupil Progress meetings | See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support | 4, 5 |

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| Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed) | 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable.' | |
| Key Stage 1 and 2 TAs | Effective deployment of staff to deliver structured interventions or one-to-one support. Small group tuition-EEF | 4, 5 |
| Introduce and establish small group following baseline assessment in Reception for additional oral language interventions. | On entry to Reception, a majority of children have low language and communication skills. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 3 |
| 1:1 sessions with identified children across the school. | TAs to carry out 1:1 sessions with children currently working with SALT to reinforce what has happened in these sessions. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 3 |
| Structured interventions to support Maths and English. | Effective deployment of staff to deliver structured interventions or one-to-one support. Small group tuition-EEF | 4, 5 |
| Parental workshops | To work closely alongside families to ensure they are able to support the children's learning at home. EEF- Parental engagement | 8 |
| Contingency fund for any issues that occur over the year | Based on previous experiences of other schools, we have set aside a small amount of money to respond quickly to any needs not identified. This could be spent in any of the categories. | All |

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

Budgeted cost: £64234.53

| Activity | Evidence that supports this approach | Challenge |
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| | | number(s) addressed |
|---|--|---------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1 |
| Adverse Childhood Experiences (ACES) and attachment training | CDP for staff to allow them to be able to identify children with ACEs and attachment and then to give them strategies to use to help the children both with SEMH as well as getting them ready to learn. | 2 |
| Subsidised clubs and trips | Children from lower income families may not be able to attend extra-curricular provision, trips or residentials and this will disadvantage their access to a broad and balanced curriculum and give them the same opportunities to broaden horizons, inspire and raise aspirations. | 1 |
| Subsidised breakfast and afterschool club | Research shows that hungry children do not perform as well. Children have this time to talk and settle before entering the classroom. To also help the children where being late presents as an issue. Homework club for targeted children to access and be able to complete their homework. | 1 |
| Parental workshops | To work closely alongside families to ensure we address the wellbeing, mental health and any safeguarding concerns for our families and children. EEF- Parental engagement | 6, 7 |
| Play Therapy | To support children's social, emotional, cognitive, physical, creative and language development when dealing with uncertain previous and current situations. Play therapy helps support children in a non-threatening way at the child's pace. | 2 |
| To use the Boxall Profile with selected children. | To identify SEMH needs and strategies to support these. Once identified, these strategies can be implemented in class or small groups to help support the children in accessing their learning. | 2 |
| Providing early support to parents. | The main focus for early help is to improve outcomes for children. | 6,7 |

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| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Targeted groups throughout the school in addition to whole class exposure.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 2 |
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Total budgeted cost: £ 141985

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 2020 to 2021 academic year.

Internal assessments during 2020/21 suggest that the performance of disadvantaged children remains lower than non-disadvantaged. Our assessment of the reasons is the impact that COVID-19 had which disrupted the children's learning across all subject areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions. During closures, we invited a lot of these vulnerable children into school, however due to various reasons a large percentage of these families did not take us up on this offer. For those children, they were offered devices to ensure that they could access the online learning at home which was high quality and delivered by our teachers in schools via a range of ways.

Attendance over the course of the year was lower than previous years. A lot of this was due to families' uncertainties in wanting to send children back into school. This will continue to be a focus for 2021/22.

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 |
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