

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	47% (101 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	John Turner, Headteacher
Pupil premium lead	John Turner, Headteacher
Governor / Trustee lead	Jim Malin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127, 775
Recovery premium funding allocation this academic year	£14 645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142 420

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 taken 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 the 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 disadvantages pupils closes. -percentage of persistent absentees improves mean children miss less education.
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. -children engaged and ready to learn.

<p>Improved oral language skills and vocabulary.</p>	<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. -Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school. -Staff work alongside the S+L teacher to ensure they can continue to work on this with the children.
<p>Improved attainment in English and Maths.</p>	<ul style="list-style-type: none"> -Closing the gap on their peers by the end of the year (based on summer term data and linked to returning to school after COVID-19).
<p>Improved Phonics and Reading</p>	<ul style="list-style-type: none"> -Children will be assessed as a baseline. -Improved scores by the end of the year.
<p>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.</p>	<ul style="list-style-type: none"> -Families are identified and support is put in when need is at a lower level. -External low-level support is signposted to families. -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. -New initiatives in school to get families in such as 'stay and play' sessions.
<p>Improved parental engagement with home learning and ability to support learning.</p>	<ul style="list-style-type: none"> -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.' These linked in to other school initiatives. -School also provide additional homework support for children in school.

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: £23 547

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Focus on improving Mathematics in the Early Years and Key Stage 1</p>	5
<p>Implementation of consistent approach to the teaching of Reading across school.</p> <p>Staff CDP and release time for Literacy Lead to research, plan and implement this new approach</p>	<p>See EEF Toolkit: High quality teaching</p> <p>'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.'</p>	4,5
<p>Purchase of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 5
<p>Staff CPD</p>	<p>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.</p>	2, 3, 4, 5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices</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>	2

and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Additional adult support within the teaching of core subject areas	EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'	5

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

Budgeted cost: £59 436.65

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 Regular monitoring of the targeted interventions in place (pre and post-intervention assessments completed)	See EEF research guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support '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.'	4, 5
Key Stage 1 and 2 TAs	Effective deployment of staff to deliver structured interventions or one-to-one support.	4, 5

	Small group tuition-EEF	
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
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.	4,5
Maths Whizz and TT Rockstars/NumBots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	5

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

Budgeted cost: £64 223.53

Activity	Evidence that supports this approach	Challenge 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
Improve the quality of social and emotional (SEL) learning. Targeted groups throughout the school in addition to whole class exposure.	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):	2

	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Total budgeted cost: £ £147, 207.18

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 2021 to 2022 academic year.

Vulnerable pupils have had access to clubs and activities. This is used to help to get the children ready for school by ensuring that they have time to settle before the day starts or time to relax after a day at school. Both breakfast and afterschool clubs also provided opportunities for children to have a school meal. Children are more ready for school by accessing these. This has also helped to improve attendance of children. These clubs have also been used to help support families where morning routines can be tricky.

Curriculum clubs are also accessed by the children which gives them opportunities to take part in clubs that they may not be able to at home giving them similar opportunities as other children to broaden horizons.

Attendance over the course of the year improved with this being monitored closely. Attendance lead has adopted several different strategies throughout the year from letters, to meetings, to home visits. This has led to the improvement in attendance. The level is still below the historical national average of 96% but vastly improved from previous years.

Social and emotional groups are used across the school to help support children so that they are able to deal with any challenges they may have accessing their learning. With some children, we have play therapy where the children get 1:1 sessions to help and support them.

Speech and language continue across the school. Referrals are made termly to ensure that children are identified quickly and regularly and each session is attended by a member of school staff to ensure that this is then also actioned throughout the week to ensure maximum impact.

Targeted interventions and small group work have been implemented across the school to target Reading, Phonics, English and Maths. The aim of these were to close the gap to peers in their learning. These gaps have been identified from assessments. Pre-teaching is also a strategy that is used in order to ensure that we remove barriers and the children are supported in learning a new topic. It can be seen through assessment that PP children have maintained levels and moved forward. These interventions are closely monitored to ensure impact.

Additional support was on hand over the academic year from our inclusion team for all our families. This support is identified by all of the staff as well as the inclusion team.

This support has enabled us to identify and support families whilst the need is still lower. We have been able to support numerous families over the course of the year in a range of difficulties. All of this support helps to ensure that the children are ready for school as their home environment is more stable.

This support also took the form of 'Stay and Play' sessions over the summer holidays where families could come into school and have a chance to access free activities whilst also being able to talk to school staff about any difficulties. This helped to break up the holidays for families whilst also allowing us to support the families at a low level.