

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	230
Proportion (%) of pupil premium eligible pupils	42% (97 children)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Harradine, Headteacher
Pupil premium lead	Nicola Harradine, Headteacher
Governor / Trustee lead	Jim Malin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138 953
Recovery premium funding allocation this academic year	£14 283
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2023/24)	£153 236

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
1. Improved and sustain attendance and punctuality for all pupils, particularly our disadvantaged pupils.	<p>Sustained and high attendance from 2023-2024 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, meaning children miss less education.
2. 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>3. 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 SALT support. -Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school. -Staff work alongside the SATH therapist to ensure they can continue to work on this with the children.
<p>4. Improved Phonics and Reading</p>	<ul style="list-style-type: none"> -Children will be assessed as a baseline. - Improved % of pupils passing phonics screening by the end of year one -Improved % of pupils passing phonics screening by the end of year 2
<p>5. Improved attainment in English and Maths.</p>	<ul style="list-style-type: none"> -Narrowing the gap to non-pupil premium children - disadvantaged pupils achieving results in line with National average
<p>6. To provide support to families so that they are able to support their children and ensure that their 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. -New initiatives in school to get families in such as 'stay and play' sessions.
<p>7. To sign post families and refer for support specific to need</p>	<ul style="list-style-type: none"> -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. -mental health leader within school
<p>8. To improve parental engagement with home learning and parental 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 (2023-2024)

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: £22 581

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of consistent approach to the teaching Writing across school.</p> <p>Staff CDP and release time for Literacy Lead to research, plan and monitoring 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>Continue with the delivery of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils (FFT phonics)</p> <p>Ongoing resourcing – phonetically decodable phonics books and partner practice books / word cards</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 specific to school improvement planning</p>	<p>High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and training days. Access to the Maths Hub, developing Early Maths. Staff are released regularly to lead effectively. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</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 and supported by professional development and training for staff.</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
<p>Additional adult support within the teaching of core subject areas, where possible</p>	<p>EEF report that ‘Evidence suggests that TAs can have a positive impact on academic achievement.’</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £45 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who need additional phonics support – up to Y4	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 Reading 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. Use of the FFT Lightning squad for pupils in Y1-6 Literacy EEF (educationendowmentfoundation.org.uk)	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 ongoing, but manageable.'	4, 5
Key Stage 1 and 2 TAs	Effective deployment of staff to deliver structured interventions or one-to-one support. Small group tuition-EEF Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	4, 5
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.	3

	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	
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. Literacy EEF (educationendowmentfoundation.org.uk)	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'. Mathematics EEF (educationendowmentfoundation.org.uk) EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	5

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

Budgeted cost: £85 225

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. Led by new Deputy head and to be supported by Family Liaison worker – review and revise	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1,2

current strategies for more impact		
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. Physical activity EEF (educationendowmentfoundation.org.uk)	2, 6
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. Breakfast available for anyone who needs it. 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, 2, 6
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 EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	6, 7, 8
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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 7
Mental health lead to be identified and trained within school (previous mental health lead has left the school)	Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 2

<p>Employment of a Family liaison worker</p>	<p>Having a trusted person for parents and children to access will support the improvement of attendance, Early Help support and 1:1 work with vulnerable families and children.</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6, 7</p>
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Total budgeted cost: £ 153 236

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 2022 to 2023 academic year.

Vulnerable pupils continued to have access to clubs and activities, including wrap around care. Breakfast club was used to help some pupils get ready for the school day by ensuring that they have time to settle before the day starts and after school club was 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 better prepared to access a school day following these sessions. There has also been a positive impact on attendance for some children, especially those where morning routines can be tricky. Curriculum clubs have also been available for all children which gives disadvantaged pupils the opportunity to take part in clubs that they may not be able to at home, providing similar opportunities to broaden horizons when compared to non-disadvantaged pupils.

Attendance over the course of the year improved impacted by close monitoring. 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 has improved from 2021/22 by 0.2% for overall absence and 2% for persistent absence.

Social and emotional groups have been used across the school to help support children so that they are able to deal with any challenges they may have accessing their learning, this has included playtherapy for pupils who have needed more specialist support.

Speech and language continues to be well supported throughout the school and is our biggest need in EYFS. Referrals are made in a timely manner to ensure that children are identified quickly and addressed quickly. Therapy sessions from speech therapists are attended by a member of school staff who then action the programme with the child ongoing during 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 used to remove barriers so that children are supported when approaching the learning in a new topic. It can be seen through assessment that Pupil Premium children have maintained levels and are making progress in all areas. In Year 6 Pupil Premium children narrowed the gap to the cohort in their SATs assessments in

all areas. All interventions are closely monitored to make sure that they are having impact.

Additional support has been in place 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 themselves. This support has enabled us to support families and engage them with Early Help whilst the need is still lower. We have been able to support numerous families over the course of the year with a range of difficulties, including; parenting, housing, food (vouchers and food bank), Christmas presents, mental health support, attendance and pupil behaviour. All of this support helps the children to be better prepared for learning as their home environment is more stable.

We enabled some '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 in a minimally intrusive way. We also started a tots group, in association with the local church. This has been popular with families who already have children at school, but also new families in the community whose children may one day attend Winhills.