

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	233
Proportion (%) of pupil premium eligible pupils	33% (78 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Roxanne d'Arcy, Headteacher
Pupil premium lead	Duncan Nelson, Deputy Headteacher
Governor / Trustee lead	Jim Malin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,380
Recovery premium funding allocation this academic year	£13,993
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2023/24)</b>	<b>£152,946</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF should be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be due to less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We consider fully the needs of Winhills pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Local Governors Board consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all pupils is improved.

- Allocating a 'Pupil Premium' / 'Catch Up' - providing small group work focussed on overcoming gaps in learning and running nurture groups.
- Having a dedicated teacher for catch up and who is responsible for pupil premium.
- Ensuring that all teaching assistants are used effectively to support pupil premium children.
- One to one support.
- Additional teaching and learning opportunities provided for pupils.
- Aiming at accelerating progress, moving pupils to at least age-related expectations.
- Targeting able children on Free School Meals to achieve Age Related Expectations
- Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support though support from our full time, all year round family liaison officer.

## 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
<p>1. For the attendance of PP to be at least (in not higher) than PP pupils nationally.</p> <p>For Persistent Absence of PP pupils be at least (if not lower) than PP pupils nationally</p>	<p>PP pupils will match or exceed national attendance averages for non PP pupil (96+%)</p> <p>Overall Persistent Absence of PP pupils to be at around 10% (If not lower)</p> <p>Deputy Headteacher, Family Liaison Officer and Head teacher to monitor the weekly attendance to bring about an increase in PP pupils attendance and a decrease in persistent absence.</p>
<p>2. To achieve and sustain improved social, emotional and the behavioural wellbeing for all pupils in our school particularly our disadvantaged pupils</p>	<p>This is demonstrated by:</p> <ul style="list-style-type: none"> <li>-qualitative data from pupil voice and parent surveys.</li> <li>-reduction in children having to have time out of lessons due to not being ready to learn.</li> <li>-improvement in children's happiness at school.</li> <li>-children engaged and ready to learn.</li> </ul> <p>SENDCO to be non-class based to allow time to engage with families as required.</p> <p>The Hills to be a calming space for children to self-regulate and feel safe.</p>
<p>3. Improved oral language skills and vocabulary.</p>	<p>Children will be assessed on their speech language and communication needs as a baseline.</p> <p>Children identified early for SALT support.</p> <p>Assessments and observations show significantly improved oral language among disadvantaged pupils throughout the school.</p> <p>Staff work alongside the SALT therapist to ensure they can continue to work on this with the children.</p> <p>Scribble Club, Drawing Club and Talk For Writing strategies allow children time to talk and improve vocabulary.</p>

	English leads to use dedicated management time weekly to conduct monitoring exercises and support colleagues to improve children's outcomes.
4. Improved Phonics and Reading	<p>Children will be assessed as a baseline.</p> <p>FFT phonics scheme accessed and used effectively.</p> <p>Improved % of PP pupils passing phonics screening by the end of year 1.</p> <p>Improved % of PP pupils passing phonics screening by the end of year 2.</p>
5. Improved attainment in English and Maths.	<p>Support groups planned, resourced and evaluated effectively to ensure that they have the maximum possible impact.</p> <p>Achieve national average progress scores in KS1 and KS2.</p> <p>Analysis of catch up interventions will show that the interventions have had a positive impact on PP pupils learning and has helped in accelerating their progress.</p> <p>SENDCO and Deputy Headteacher to have no class responsibility so they can team teach and work independently with groups for maths and English.</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>Families are identified and support is put in when need is at a lower level.</p> <p>External low-level support is signposted to families.</p> <p>New initiatives in school to get families in such as stay and play', meet the teacher and open evenings.</p>
7. To sign post families and refer for support specific to need	<p>Continued support where external agencies are involved.</p> <p>Children are in school and ready to learn. (monitor attendance of those families who we are supporting).</p> <p>Help to improve children's long-term outcomes.</p>

	<p>Fewer families need higher level external support.</p> <p>Improved parental engagement.</p> <p>Appoint a mental health leader within school.</p>
8. To improve parental engagement with home learning and parental ability to support learning.	<p>Where parental engagement with home learning is low, children to complete homework with parental support regularly.</p> <p>Parental workshops to support parents with 'how they could support their child's learning'. Sessions such as; fun with phonics, book and biscuit, sums and buns and information events for parents.</p> <p>School also provide additional homework support for children in school.</p>
9. To provide a broad range of opportunities and cultural capital needed to prepare PP pupils for future success	<p>For 70% engagement in wider curricular opportunities provided by the school.</p> <p>SLT member to attend Cultural Capital training and embed into the curriculum.</p> <p>Teachers and support staff will plan a wide range of visits/ WOW events/experiences to inspire and enhance learning to make it more memorable. Each year group will spend allocated funds on providing WOW days and events and enthuse the pupils to learn across subjects.</p> <p>Pupil voice to show greater understanding of the world around them.</p>

## Activity in this academic year (2024-2025)

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: £22 943

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of consistent approach to the teaching Writing across school.  Staff CDP and release time for English Leads to research, plan and monitoring this new approach	See EEF Toolkit: <a href="#">High quality teaching</a>  '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.'	3,4,5,8
Continue with the delivery of a <a href="#">DfE validated Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils (FFT phonics) Ongoing resourcing – phonetically decodable phonics books and partner practice books / word cards	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4, 5
Staff CPD specific to school improvement planning	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. <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloud-front.net)</a>	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): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2,7
Quality first teaching for all pupils (CPD for all teachers)	EEF guide to pupil premium – tiered approach – teaching is top priority including CPD  Sutton Trust – quality first teaching has direct impact on student outcomes	3,4,5,8
Use of experienced 'outstanding' staff to ensure quality first teaching & support less experienced staff	EEF guide to pupil premium – tiered approach – teaching is top priority including CPD	3,4,5,8
Additional adult support within the teaching of core subject areas, where possible	EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'	7



	<a href="https://www.eef.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45 883

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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
Deputy Headteacher and an additional SLT member in EYFS to support reception, Y6 and Y2 teaching of Maths & English to narrow gaps prior to starting High School  (small group teaching)	EEF guide to pupil premium – tiered approach – teaching is top priority including CPD	3, 4, 5, 6, 7, 8
Use of Teaching Assistants to ensure 'Keep Up not Catch Up'	EEF guide to PP – targeted support  Keep Up not Catch up	3, 4, 5
Additional tuition for pupils with gaps in learning (small group/1:1)	EEF evidence 1:1 tuition can be effective	3, 4, 5
Additional Y6 outstanding teacher to offer additional interventions to the PP pupils.  Provide targeted, structured interventions to children across the whole school using catch up funding and pupil premium funding.	EEF guide to PP – targeted support  Provision for QFT- effective challenge for pupils identified as needing catch up.  <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	3, 4, 5, 7, 8



Interventions to be monitored and evaluated by deputy head/PP leader.  To provide small group after school tuition to targeted pupils after the end of Autumn assessments.		
Performance Management Targets for all staff reflect targets for PP pupils.  Pupil Progress reviews to have a PP focus.	EEF guide to PP – targeted support	3, 4, 5
Parental workshops	To work closely alongside families to ensure they are able to support the children's learning at home. <a href="#">EEF- Parental engagement</a>	8
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into. <a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5
My Maths/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'. <a href="#">Mathematics   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	5

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

Budgeted cost: £84 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide a range of broader life and cultural experiences for PP pupils	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	3, 6, 8

To provide a sports coach to deliver quality first teaching of sport, nutrition and healthy lifestyles	British Medical Journal (1 in 10 pupils become obese or overweight in primary school)	2, 7
Subsidised breakfast and afterschool club	<p>Research shows that hungry children do not perform as well. Children have this time to talk and settle before entering the classroom.</p> <p>Breakfast available for anyone who needs it.</p> <p>To also help the children where being late presents as an issue.</p> <p>Homework club for targeted children to access and be able to complete their homework.</p>	6, 7, 8
Parental workshops	<p>To work closely alongside families to ensure we address the wellbeing, mental health and any safeguarding concerns for our families and children. <a href="#">EEF- Parental engagement</a></p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	6, 7, 8
Providing early support to parents.	The main focus for <a href="#">early help</a> is to improve outcomes for children.	6, 7, 8
<p>Realise time for the SENDCo and Family Liaison Officer to support families with high SEN need and PP pupils.</p> <p>SENDCO to undertake Mental Health Lead training</p>	<p>EEF Social &amp; Emotional Learning improves interaction of others and self management of emotions – impacts on attitudes to learning and social relationships in school, increasing progress</p> <p>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.</p> <p><a href="#">Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6, 7, 8
Headteacher and deputy HT to ensure that parents are made aware of expected attendance levels when they fall below 90%.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a> .	1

Increased rewards for improving and good attendance.		
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**Total budgeted cost: £ 152 964**