

Pupil premium strategy statement – The Winns 2021 -24

Pupil Premium money is additional funding which is allocated to schools to be used to support children who belong to groups which are vulnerable to underachievement. This includes children who are entitled to free school meals and children who are looked after by the local authority. The purpose of this funding is to accelerate progress and raise attainment.

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	The Winns
Number of pupils in school	595 (21)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2121-2024
Date this statement was published	Oct 2121
Date on which it will be reviewed	Reviewed in Autumn 2022
Statement authorised by	Headteacher and Chair of Gobs
Pupil premium lead	Fiona Judge
Governor / Trustee lead	James Goodman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,515 – 2022 -23
Recovery premium funding allocation this academic year	£14,980
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	£207,495

Part A: Pupil premium strategy plan

Statement of intent

At The Winns, we believe that all children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances. We are aspirational for all our children and believe that every child should be supported to achieve their full potential during the time they are with us. At The Winns, we strive to ensure that every child leaves us feeling successful and confident and fully prepared for the next stage of their education.

We aim to do this by :

- maintaining the highest expectations of all pupils and not equating disadvantage of circumstance with 'low ability'.
- promoting an inclusive and collaborative ethos in classrooms which enable pupils from disadvantaged backgrounds to thrive.
- planning and delivering curricula and lessons to a high standard so that gaps can be narrowed and improvements maintained.
- Keeping up-to-date with teaching strategies and research which have a proven track record in narrowing gaps in attainment and achievement.
- Tracking carefully the progress of all children and responding quickly when support is needed
- Ensuring that interventions are carefully monitored
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Working in partnership with parents and carers

Implementation

We have used the EEF Teaching and Learning toolkit and EEF guidance reports alongside other research, including the DfE reading review report published in July to inform our strategy. We have selected a small number of priorities as we believe that having fewer priorities will allow us to be more successful in our implementation, We will use termly light-touch reviews to ensure our approach is effective.

Our tiered approach

To prioritise spending, we have adopted the tiered approach recommended by the EEF to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

Quality of Teaching

Great teaching is the most important level a school has to improve outcomes for disadvantaged pupils. Using the PPG to improve teaching quality benefits all pupils. Our priority at The Winns is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. We prioritise reading and believe that we need to do everything we can to ensure that our disadvantaged pupils leave us as confident readers.

Targeted academic support

We consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation. We monitor interventions carefully and track progress over time.

Wider strategies

We aim to focus on the most significant non-academic barriers to success in school, including working with parents and carers, attendance, behaviour, social/emotional support and ensuring our children have access to a wide range of extracurricular and enrichment activities. We believe that every child has a right to a broad and balanced curriculum and is able to access a range of opportunities that may open doors to them in the future.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews termly.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Head Teacher is responsible for ensuring a pupil premium strategy is always in effect.

How will the school measure the impact of Pupil Premium Funding?

- NFER assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year
- All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by SLT.
- Pupil Progress meetings are held every term between class teachers and SMT to monitor impact and identify any concerns to be addressed.
- Attendance data is collected and monitored by the school's EWO and analysed by the Headteacher. It is also reported termly to governors.
- When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.
- Pupil Premium funding and its impact is a standing agenda item for the Local Governing Body meetings.

Challenges

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

Challenge number	Detail of challenge
1	Covid impact: school closure has had a negative impact on the education of disadvantaged pupils. Gaps have widened in all subjects. Our school data shows that the gap between disadvantaged and non-disadvantaged pupils has widened. Gaps in Y3 and 4 have widened significantly.
2	On entry assessments demonstrate that some children start school with lower than expected levels of receptive and expressive language, some because they have English as an additional language and some because of speech and language difficulties. We have noticed this year that there is a significant increase in the number of children presenting with poorly developed language.
3	Poorly developed social skills in Nursery and Reception. This is impacting on their ability to learn through play. Children are struggling to stay on task, to express themselves and access provision independently. Some children have spent very little time in a pre-school setting, are finding it difficult to manage a whole day at school and need a lot of additional support.

4	Some families do not speak English at home and lack the confidence to support their children with homework, particularly reading and writing. The Winns has a high proportion of EAL children, some who are new to English.
5	Attendance – we continue to have to work hard to secure good attendance for some groups of pupils
6	Some of our families need support from school to access services. They live in overcrowded, privately rented accommodation and often work in the evenings. They are not always available to support their children with homework or have the resources to expose them to extra-curricular activities.
7	Monitoring of the quality of teaching and learning identifies areas of improvement for RQTs and ECTs to ensure that the quality across all phases is excellent.

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
Adults in Early Years are highly skilled at supporting children to develop language through play. Provision in early years prioritises early language development and oracy.	Observations demonstrate that adults in our Early Years setting are confidently able to extend children's language through continuous provision. EYFS staff have implemented the NELI programme (staff have been trained and interventions delivered) and the children who have taken part have made good progress. Voice 21 and Talk Matters programme have been implemented and
All staff are confident teaching early reading. Lessons are engaging, pacy and children are making good progress in phonics in Rec and Y1. New staff receive training and support	Outcomes in Phonic Screening Check for disadvantaged pupils are in line with national. A 'reading champion' ensures that the lowest 20% of children are receiving high quality support that is enabling them to 'keep up' Observations of lessons show that lessons are pacy, engaging and adults are skilled at teaching early reading
Quality of teaching and learning across the school is consistently good	Staff are accessing high quality CPD Weekly coaching/mentoring is in place for teachers Teachers are being released to observe each other teach and are engaging in research and professional development opportunities Teachers' pedagogical understanding about how children think, learn and develop is deepening (maths a focus for 2022/23/writing for 23/24)
Disadvantaged pupils make good progress and the gap between disadvantaged and non-disadvantaged pupils is narrowing Attainment gap for PP pupils in Y3 is closing	Pre and post assessments demonstrate that interventions are having an impact and the gap between disadvantaged and non-disadvantaged pupils is closing High quality tuition is ensuring gaps are closing Expectations for PP pupils in lessons are high

	Outcomes for PP pupils at the end of KS2 show year on year improvements. Gaps is narrowing year on year.
Attendance for PP pupils is in line with national	Attendance for PP pupils is above 95.5% and improving year on year
Vulnerable pupils are well supported in relation to mental health and well-being and are enjoying school.	Children are well supported by our pastoral team and are fully engaged in school life.

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: £ 103,747

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refresher training for staff teaching phonics (including new staff) Continue to subscribe to the online RWI phonic programme	Evidence (EEF) demonstrates that the impact of high quality phonic teaching is substantial (5mths + over a year)	1,4,7
Release time for Early Reading Leader to work alongside colleagues teaching early reading Protect Reading Leader's time to work solely with identified children in Rec, Y1 and 2 who need catch up	Evidence (EEF) demonstrates that the impact of high quality, synthetic phonic teaching is substantial (5mths + over a year) Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.	1,4,7
NELI training for staff in Early Years Release time for teaching assistants and teachers to deliver the programme Part fund Inclusion Manager to support children in Early Years who are at risk	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021) NELI programme is a recommended DfE programme	1,2,7
Release time for SLT to work with staff to develop teaching and learning	Research from the Sutton Trust including the report 'What makes Great Teaching' and 'Developing Teaching' identified that improving teaching and learning is the single most important thing we should	1,7

	be doing in school to improve outcomes for all children.	
Voice 21 and Talk Boost training for staff	Education Endowment Foundation – evidence demonstrates that communication and language approaches have a high impact on progress	
Regular training for TAs so they become more skilled at supporting children who need support Planning time for TAs	We spend a large part of our budget on teaching assistants. Research shows for that to be effective, TAs need training and support. The evidence around the impact of teaching assistants demonstrates that they have a consistent impact on attainment (4 mths progress) but only if they have high quality support and training	1,7

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

Budgeted cost: £ 41,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group (3) tuition led by 2 experienced teachers in Maths and Reading – run throughout the year	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average (EEF) Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021).	1
Reading intervention led by trained teaching assistants – invest in a programme called Fresh Start for children in Y5 and 6	Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. Fresh Start is a structured programme	1
Purchase NFER assessment papers to use to track progress and identify gaps Continue to use INSIGHT to	Any targeted intervention needs to be focused on closing gaps – assessments enable us to monitor progress of PPG pupils against national results and gives us formative information to help us plan more accurately	1
After school booster classes for groups of children	Small group targeted interventions do have an impact (EEF)	1

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

Budgeted cost: £ 61,873

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a Family Support worker to support families and improve attendance	<i>Improving school attendance support for schools and local authorities</i> DfE guidance (Sept 21) advises using PP funding to address attendance issues.	5,6
Part fund a wellbeing lead to work with children who need support	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood Promoting Children and Young People's Mental Health and Well Being report and Covid19 Mental Health and Well Being report demonstrate the importance of having support in school for vulnerable children.	5,6
Increase parental engagement in children's learning - run parent workshops in school – release staff to run workshops. Continue to use Marvellous Me	Parental engagement has a positive impact on average of 4 months' additional progress (EEF). However, research indicates that it is more effective with younger children and needs to be planned carefully to ensure it has an impact. We will monitor this carefully and consider ways to have parents and children working together (research shows this is more effective) where possible	1,
Subsidise music provision for all children in Y3/4 – piano programme	We know that children who are exposed to a rich curriculum with opportunities for enrichment do better academically. Enrichment opportunities impact on children's comprehension and language and increases levels of engagement in school.	
Embed a whole school 'reading for pleasure' culture Improve quality of books available in library for reading	Book accessibility is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. A word gap study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment, (OUP, 2018)	

Total budgeted cost: £207,493

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.

Quality of teaching

Outcomes for disadvantaged pupils

	Winns pupils who are eligible for PPG	National average for All pupils
Combined R,W,M		59
Reading	82	74
Writing	87	69
Maths	82	71

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	2.70	2.62	1.20
Confidence interval 	-0.2 to 5.6	-0.2 to 5.4	-1.5 to 3.9
Number of disadvantaged pupils	18	18	18
Disadvantaged pupils with adjusted scores	0	0	0
National average for disadvantaged pupils 	Like-for-like  -0.83	Like-for-like  -0.76	Like-for-like  -1.15
Reset comparator			

In 2022, attainment of disadvantaged key stage 2 pupils at The Winns in all subjects was well above the national average for all pupils. Disadvantaged pupils have consistently performed better than their peers nationally in reading, writing and maths at Key Stage two for the last few years (excluding 2019 and 2020 when no reportable data was available.) Progress across all subjects from the end of KS1 is above national.

Outcomes at the end of 2023 demonstrates that disadvantaged pupils at the end of KS2 achieve well – progress and attainment for this group is well above national. At the end of KS1 disadvantaged pupils are not doing as well as other groups – however, a range of support is in place to support these pupils to catch up over KS2.

High quality CPD opportunities are supporting subject leaders and teachers to lead more confidently and to evaluate the impact that our curriculum is having on disadvantaged pupils. Investment in CPD for reading, including teaching of early reading has ensured that all adults are confident teaching reading. Release time for teachers to work closely with a Maths and English hub and to complete NQPs has also impacted positively on embedding a culture of continuous improvement at the school.

Our staff are now more confident teaching early reading. Investment in a well-researched phonic programme has enabled us to support children who are falling behind more effectively. Daily phonic interventions are ensuring that children are catching up. A reading leader is now running weekly coaching sessions with TAs who are teaching early reading.

Targeted academic support

The impact of targeted academic support can be seen in strong outcomes at the end of KS2 for disadvantaged pupils. Over the year, a senior leader was released to monitor the effectiveness of these groups and a range of assessments were used to ensure the interventions remained fluid and were meeting the needs of individual pupils. The children who took part in these interventions made better than expected progress, particularly in reading. Termly tracking enables leaders to identify children who are below their peers and assessments allow us to identify the precise gaps in learning. Some teaching assistants were trained to run the tutoring programme and assessments showed that the children who were taking part in these interventions made good progress. 1-1 tutoring for children in KS1 in phonics is happening daily for key children and their progress is being measured every half term.

Wider Strategies

Having a Family Support Worker has enabled us to directly support families and work closely with families where there are concerns about attendance. Building a strong, professional relationship with key families has enabled us to overcome some key barriers for families – this work has impacted positively on children's wellbeing and engagement in school.

Our Wellbeing Leader has effectively supported some of our more vulnerable children, enabling them to participate fully in lessons.

Feedback from parents demonstrates that they feel well supported (end of year survey, Ofsted survey)

We are able to offer out a range of opportunities to all children, with a specific focus going forward on providing instrumental tuition to all children in KS2 (whole class piano lessons)

Clubs are very well attended with more opportunities to engage in a wider range of clubs this year.

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
Bug Club	Active Learn
White Rose Maths online	White Rose
Marvellous Me App	Marvellous Me
Timetables Rockstar	
ReadWrite Inc online	Read Write Inc
Accelerated Reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	