

# Pupil premium strategy statement - Winterton Primary School and Nursery 2021-2024

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	Winterton Primary School and Nursery
Number of pupils in school	73 (61 + 12)
Proportion (%) of disadvantaged pupils	<b>Compulsory age:</b> 19 = 31.14% <b>Whole school:</b> 20 = 27.39%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2023-2024
Date this statement was published	January 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Andrew Aalders-Dunthorne CEO/Principal
Pupil premium lead	Hannah Waters Assistant Academy Head
Trustee lead	Dawn Carman-Jones Chair of Trustees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,995
Recovery premium funding allocation this academic year	£2755
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

£27,750

## Part A: Pupil premium strategy plan

### Statement of intent

At Winterton Primary School and Nursery, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. This is alongside our commitment to developing the 'whole' pupil, including their learning characteristics, within the areas of personal development, creative development and community engagement. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are in care or have been adopted. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

A well planned curriculum and high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, including reading, writing and maths. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our employment of an Academic Mentor to provide weekly targeted tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

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

We are committed to meeting the pastoral, social and academic needs of our children within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities to enable them to lead active and fulfilled lives.

**Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupils to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, and 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in curriculum enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom



## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor attendance</b> - Average attendance data for the year to date indicates that attendance for disadvantaged pupils is 4% lower than for non-disadvantaged pupils. This is much lower than usual due to whole school attendance being low due to Covid-19 outbreak. For the year to date, 66% of disadvantaged pupils have been 'persistently absent' compared to 44% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p><b>Wellbeing and emotional capacity to learn</b> - Assessments (including our pupil wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for pupils, which have been intensified during the school closures. This has negatively affected the wellbeing, and hence education, of a number of our pupils, including 63% of our disadvantaged pupils.</p>
3	<p><b>Limited cultural experiences</b> - Our catchment area is on the outskirts of an area of high deprivation. Pupils need to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils need to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital). Ensuring that children are aware of the opportunities available to them, presently and in the future, and provide them with avenues in which to access them.</p>
4	<p><b>Low attainment in writing</b> - Observations, assessments and discussions with pupils show that disadvantaged pupils have limited oral language so find constructing sentences difficult. They also have a narrow range of vocabulary which reduces the quality of their writing. These gaps are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Currently 45% of our disadvantaged pupils are not at expected level for their writing.</p>
5	<p><b>Low attainment in reading</b> - Assessments, observations, and discussions with pupils suggests disadvantaged pupils generally have greater difficulty with phonic acquisition than their peers, which negatively impacts their development as readers. Currently 45% of our disadvantaged pupils are not at expected level for their reading or phonics.</p>
6	<p><b>Low attainment in maths</b> - Assessment data and gap analysis shows that 50% of disadvantaged children have lower than expected attainment in maths, which has been enhanced by the school closures. Gap analysis of the termly assessments indicates that these pupils have particular difficulties with number and calculation.</p>

## 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>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by the end of 2023-2024 by:</p> <ul style="list-style-type: none"> <li>● Whole school attendance being above 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 10%.</li> <li>● The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being less than 10% higher than their peers.</li> </ul>
<p>To achieve and sustain improved wellbeing and emotional capacity to learn for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by the end of 2023-2024 demonstrated by:</p> <ul style="list-style-type: none"> <li>● Qualitative data from pupil voice, wellbeing surveys and teacher observations</li> <li>● Engaging with Learning Pi targets at home and school to enhance learning characteristics such as resilience, determination, independence, self-improvement and responsibility</li> <li>● An increase in participation in enrichment activities, particularly from disadvantaged pupils</li> <li>● Evidence from monitoring to show impact of ELSA interventions</li> </ul>
<p>To improve the curriculum enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>By the end of 2023-2024, there will be higher participation in a broad range of after school curricular enrichment, especially from disadvantaged pupils. All pupils will attend a variety of different educational visits, including residential experiences. Monitoring uptake of curriculum enrichment and educational visits.</p>

<p>To improve oral language skills and vocabulary among disadvantaged pupils, hence improving writing attainment.</p>	<p>Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. By the end of the academic year 2023-2024, writing outcomes show that more than 45% of disadvantaged pupils are at the expected standard for writing. Support from subject leads to develop practice.</p>
<p>To improve phonic acquisition and reading fluency, hence improving reading attainment among disadvantaged pupils.</p>	<p>At the end of the academic year 2023-2024, reading outcomes show that more than 45% of disadvantaged pupils are at the expected standard for reading. Support from subject leads to develop practice.</p>
<p>To improve maths attainment for disadvantaged pupils.</p>	<p>At the end of the academic year 2023-2024, maths outcomes show that more than 50% of disadvantaged pupils are at the expected standard for maths. Support from subject leads to develop practice.</p>

## 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: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTS assessments £500	EEF 'Feedback' +6 months	5 and 6
Instructional coaching CPD £1500	<a href="https://padlet.com/asamways/vlgpptgse211qjzn">https://padlet.com/asamways/vlgpptgse211qjzn</a> <a href="https://padlet.com/asamways/vlgpptgse211qjzn">https://padlet.com/asamways/vlgpptgse211qjzn</a>	4, 5 and 6
Phonics resources £200	EEF 'Phonics' +5 months	5
Maths manipulatives £200	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	6
Resources to support T4W £400	<a href="https://www.talk4writing.com/about/does-talk-for-writing-work/">https://www.talk4writing.com/about/does-talk-for-writing-work/</a>	4
Support from subject leads £1800	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	4, 5 and 6
Guided reading books £1000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	5

ELSA training £1500	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>	2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clicker £700	<a href="https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-ntl">https://www.cricksoft.com/uk/clicker/learn-more/evidence/research-ntl</a>	4 and 5
NELI and speech and language £2660	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	4 and 5
Academic mentor £1800	<a href="https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched?utm_source=/news/300m-national-tutoring-programme-launched&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/news/300m-national-tutoring-programme-launched?utm_source=/news/300m-national-tutoring-programme-launched&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4, 5 and 6
Small group and 1:1 TA support - maths and English £10,640	EEF 'TA interventions' +4 months	2, 4, 5 and 6
Nurture group £1330	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>	2

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

Budgeted cost: £4845

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Support with educational visits £1000	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https:// educationendowmentfoundation.org.u k/education-evidence/teaching- learning-toolkit/arts-participation</a>	2 and 3
Sporting opportunities - transport and tuition £500	<a href="https://www.connectsport.co.uk/news/research-physical-activity-can-help-disadvantaged-pupils">https://www.connectsport.co.uk/news/ research-physical-activity-can-help- disadvantaged-pupils</a>	1,2 and 3
Music opportunities - transport and tuition £500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https:// educationendowmentfoundation.org.u k/education-evidence/teaching- learning-toolkit/arts-participation</a>	2 and 3
Curriculum enrichment funded after school and holiday provision - staff and resources £1100	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https:// educationendowmentfoundation.org.u k/education-evidence/teaching- learning-toolkit/summer-schools</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https:// educationendowmentfoundation.org.u k/education-evidence/teaching- learning-toolkit/extending-school-time</a>	1, 2 and 3
Support and advice from Trust Head of Attendance £150	<a href="https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/ publications/school-attendance/ framework-for-securing-full- attendance-actions-for-schools-and- local-authorities</a>	1
Learning Pi £1270	The research included looking at authors and educationalists such as Guy Claxton, Paul Tough, Ken Robinson, Howard Gardner, Deborah Kidd and Tom Sherrington. Guy Claxton's ideas around 'Learning Powers' and resilience were a key driver alongside Paul Tough's work on 'performance character'.	2

**Total budgeted cost: £27,750**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### 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?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

