

Pupil premium strategy statement – Winthorpe Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Winthorpe Primary
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	1 st October 2023
Date on which it will be reviewed	1 st July 2024
Statement authorised by	R. Cook
Pupil premium lead	C. Palmer
Governor / Trustee lead	H. Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17080 PP – 11 x £1455 Post LAC - £2530
Total budget for this academic year	£17080

Part A: Pupil premium strategy plan

Statement of intent

All children at Winthorpe Primary School (disadvantaged or not) will receive high quality teaching, with a focus on areas in which disadvantaged pupils require the most support. There will be increased opportunity for reinforcement of learning in school and at home; the aim is to improve the attainment gap by responding to individual needs of disadvantaged pupils and the challenges they may come across. To ensure the support is effective, we will adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We acknowledge the link between our Pupil Premium children and those children with SEND needs; many children who are disadvantaged have additional needs. Teachers will work closely with SEND support to ensure a holistic approach to meeting their needs.

We want to enhance the language skills, address social and emotional needs, improve attainment in Maths and Reading, and offer increased reading opportunities. We will ensure all children receive high quality teaching and have access to targeted, high quality adult support through specific intervention programmes. This includes challenging high-achieving, disadvantaged pupils.

We will provide pastoral support for both pupils and parents and will work with families to support school attendance so that all children are able to engage with the full learning experience at Winthorpe. We will also facilitate a wide range of enrichment experiences both in and out school, which will positively impact on their academic achievement and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have difficulties with reading and lack of support with reading at home.
2	Assessments have indicated with that disadvantaged pupils generally have lower attainment in Maths.

3	Our attendance data over the last year indicates that attendance among our disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Our assessments, observations and discussions with pupils indicate that there are significant vocabulary and spelling gaps among many disadvantaged pupils.
5	Disadvantaged pupils do not access extra-curricular events or enrichment activities.
6	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and referrals for support is higher for disadvantaged children than their peers.

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
Attendance for pupil premium children improves and persistent absence reduces.	No PP child has persistent absence. More than 75% of disadvantaged pupils have 95%+ attendance.
Improved Maths attainment for disadvantaged pupils at the end of KS2.	Targeting 100% of Y6 PP pupils meeting expected standard and 40% of pupils meeting higher standard. Targeting 100% of disadvantaged pupils meeting the expected standard (20/25) of the Y4 Multiplication Check.
Improved language skills – including vocabulary and spelling.	Assessments and observations indicate that there is a significant improvement in the language skills of disadvantaged pupils, including spelling. This will be evident through their engagement in lessons, books and ongoing formative assessment.
Reduce the gap between non-PP and PP children achieving 'Expected' or higher in Reading at the end of KS2.	Targeting 80% of Y6 PP pupils meeting 'Expected' standard and 20% of Y6 PP pupils meeting higher standard.
To achieve and sustain improved wellbeing for pupil premium children and access to enrichment activities.	All PP children will access at least two extra-curricular clubs. All PP children will represent the school in at least two sporting events. High levels of wellbeing demonstrated by qualitative data from student voice.
Continued support for children with social and emotional difficulties, particularly disadvantaged pupils.	High levels of wellbeing will be demonstrated by qualitative data from student voice, parent surveys and teacher observations.

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: £1,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for English and Maths subject leads.	Highly trained staff have the tools to deliver the best outcomes.	1, 2, 4, 6
Purchase of Maths and Spelling resources to support interventions that target the key areas of need.	High quality resources better support the learning of disadvantaged pupil. Staff have a wider range of resources to help support the pupils during interventions and can adapt the session and resources to suit each individual pupil.	2, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide school-based tutoring for targeted pupils and subjects.	One-to-one tuition in small groups targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils.	1, 2, 3, 4
Planned individual or small group interventions for disadvantaged pupils led by a teacher or HLTA/TA	Small group or specific 1:1 working can be effective in supporting students to make good progress. Teaching Assistants have the capacity to work flexibly with designated students.	1, 2, 4
Paired/individual guided reading sessions for disadvantaged pupils, led by a teacher or HLTA/TA	Reading 1:1 or in pairs is effective in developing students' fluency and comprehension and improving reading age. Children's confidence will improve following thorough and regular sessions.	1, 4

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

Budgeted cost: £ 5,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance	The DfE guidance has been informed by engagement with school that have significantly reduced levels of absence.	3
Contingency fund for acute issues.	Based on our experiences, we have set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Funded or subsidised enrichment opportunities in and out of school (educational visits and visitors in to school)	<p>Trips and visits can enhance and enrich the curriculum and help develop cultural capital.</p> <p>Enrichment opportunities offer children a context for learning and a stimulus to trigger their interests.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	5, 6

Total budgeted cost: £ 17,080

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using KS2 performance data, times table check results and our own internal assessments.

At the end of KS2, 100% of pupil premium children achieved the expected standard in Reading, meeting our target. Additionally, 20% of children achieved the higher standard. In Maths, 80% of children met the expected standard, meeting our target and 40% of children achieved the higher standard – surpassing our target of 20%.

Teacher observations and assessment data show that spelling and vocabulary continues to be a concern among some disadvantaged pupils, with a particular concern around retention of knowledge. There was considerable progress among a handful of students some individuals have been identified as needing more support.

Absence among disadvantaged pupils was 95.3% compared to 95.82% for non-disadvantaged pupils in the previous academic year. This is a small gap that we will continue to monitor. However, there were some persistent absentees (attendance below 90%). We will continue to monitor attendance and focus on persistent absences.

Our observations and assessment demonstrate that generally, behaviour and pupil wellbeing improved but challenges still remain and this will continue to be monitored this academic year. School continue to support parents with behaviour and wellbeing at home, wherever possible.

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils