

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Winton Primary
Number of pupils in school	837
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers.	2022-2025
Date this statement was published	09/23
Date on which it will be reviewed	09/24
Statement authorised by	School Improvement Committee
Pupil premium lead	Neil Tarchetti, Headteacher
Governor/Trustee lead	Mat Downs

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,895
Recovery premium funding allocation this academic year	£25,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£271,270

## Part A: Pupil premium strategy plan

### Statement of intent

At Winton Primary School, we aim to establish the highest expectations to ensure each child fulfils their potential and realise their individual goals. We want to consistently ensure our pupil progress and attainments levels are in line with the best schools in the country and that we maintain our high standards. In this strategy, we outline how we are going to ensure all pupils, including those eligible for pupil premium support, will be supported. This strategy will also highlight how we aim to address any discrepancies between those eligible for pupil premium support and their peers.

Our school strategy is based on the EEF Pupil Premium Guide and the recommended tiered model which focuses on:

- high-quality teaching
- targeted academic support
- wider strategies

This strategy recognises that we must identify and focus on the areas in which disadvantaged pupils need more support as this has been proven to have the greatest impact on closing the disadvantage gap whilst simultaneously benefitting all pupils.

Our approach aims to ensure that the needs of all pupils, particularly disadvantaged pupils, are challenged and met. In addition to this, staff are quick to identify the different needs of pupils as they emerge. Through regular pupil progress and assessment meetings, we will monitor the needs of all pupils throughout the year and adjust our provision accordingly to ensure their continued success at the school.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of professionals show that underdeveloped oral language and vocabulary are significant barriers to attainment and progress. These deficits are usually more common for disadvantaged pupils and are evident across the school. On entry to Reception in 2022, 20% of pupils had a SALT need and 29% of disadvantaged pupils had a SALT need. The figures for Reception starters in 2023 with a SALT need are lower, for both disadvantaged and non-disadvantaged children, however, we anticipate supporting children with SALT needs continuing to be a major challenge in the school across the year groups. We know that some disadvantaged pupils come to school with an undiagnosed need which means the gap is potentially larger than the initial data suggests.
2	Assessments suggest that disadvantaged pupils struggle more with phonics and early reading skills than their peers. This negatively impacts their development as readers. As a school, we have made good progress in bridging this gap. In 2022, 83% of pupils met the expected standard, compared to 78% of disadvantaged pupils. However, in 2023, 94% of all pupils met the required standard with 91% of pupil premium children meeting the standard. Our aim is to maintain this trajectory and to bridge the gap further.
3	Assessments show that maths and reading attainment among disadvantaged pupils is lower than that of all pupils. On entry in 2022, 29% of pupils scored low on reception baseline assessment for Reading whereas 33% of disadvantaged pupils scored at the same levels. For maths, 27% of pupils scored low on baseline assessment whereas 33% of disadvantaged pupils scored at the same levels. On entry in 2023, 20% of pupils scored low on reception baseline assessment scores for Reading, with 13% of disadvantaged pupils scoring at the same level, showing an improvement in the trajectory. For maths, 28% of pupils scored low on baseline assessment whereas 25% of disadvantaged pupils scored at the same levels.
4	Our progress analysis shows that disadvantaged pupils have been more noticeably impacted by school closures than the rest of the school population. This is supported by national studies and data. The knowledge gaps are more evident in knowledge rich areas such as maths.
5	National attendance data over time shows that the attendance of disadvantaged pupils is significantly lower than all pupils. In 2021-22 whole school attendance was 2% lower for the disadvantaged group (94% compared to 96%) and was 92.3% compared to 94.8% in 2022-2023. This reflects the pattern over time. Whilst 9% of the school were Persistently Absent (PA) in 2021-2022, 21% of disadvantaged pupils were PA in the same period. In 2022-2023, 10% of pupils were PA for the school year, with 21% of disadvantaged pupils being the same. Although attendance overall has improved between 2022-2023, there was no statistically significant improvement in overall attendance gaps between disadvantaged pupils and their peers. This, alongside attainment and progress data, makes it clear that attendance is negatively impacting the learning of disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupil conferencing, lesson observations, engagement in lessons, book scrutiny and assessments show that pupils are able to use oral language and age-appropriate vocabulary more effectively. Class teachers and support staff feel confident in promoting oral language skills and vocabulary from working closely with AHT.
Improved phonics attainment for disadvantaged pupils.	Phonic screen scores in 2024 show little or no gap between disadvantaged pupils and their peers (SEN aside).
Improved reading and maths attainment for disadvantaged pupils.	KS2 reading outcomes in 2024 show that more than 80% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2024 show that more than 70% of disadvantaged pupils met the expected standard.
Ensure the negative impact of school closure is removed for disadvantaged pupils.	All pupils who were identified as having an increased gap as a result of school closure in 2020 and 2021 are achieving in line with their peers.
Improve attendance for disadvantaged pupils.	The current trend still shows the attendance gap between disadvantaged pupils and their peers is increasing. The target will be to reduce the overall attendance gap by at least 1% between disadvantaged pupils and all pupils. Reduce the persistently absent figure for disadvantaged pupils to be more closely aligned to all pupils.

## Activity in this academic year

This details of 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: £74,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of oral language approaches and oral language interventions including staff training in these approaches. Training and refresher sessions for staff in how to use NELI so they can carry out diagnostic work and taught interventions. In addition, we have a targeted reading aloud intervention targeted at identified pupils across FS/KS1. Assistant Head (AHT) monitoring and support is focussed on these areas as well. Specialist Language Teacher work is also focussed on supporting staff and training in this area.	Evidence shows that targeted reading aloud and book discussion with children as well as structured questioning around reading have high impact on reading Oral language interventions. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> Research suggests NELI has been credited with helping children improve their spoken language and reading scores by an average of four months. <a href="#">Assessment and Intervention Evidence   OxEd &amp; Assessment UK (oxedandassessment.com)</a>	1, 2
Assistant Head to continue to monitor and develop Floppy's Phonics scheme for Foundation Stage and Year 1, reviewing and reading resources to improve teaching and learning of phonics. Staff training in effective delivery for all new staff and delivery of refresher sessions where necessary. All FS/KS1 staff will be given training on this, with teachers completing the online Floppy's Phonics training course. Implement multisensory teaching training for teaching assistants (2 days) led by Head of School and Specialist Language Teacher. Purchase resources to support staff with effective teaching and learning strategies for multisensory strategies for	EEF research shows that phonic approaches have a strong base that shows a positive impact on word reading particularly for disadvantaged pupils. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2, 3

reading. Staff will be provided with follow up time to use resources when planning provision.		
Develop a structured approach to the teaching of vocabulary and use evidence based development of reading skills in teaching. Embed Talk for Reading approach across the school, AHT to provide planning and monitoring support for a day a week. New staff to attend training and key staff to create working parties to develop effective teaching Talk for Reading strategies and ensure oral language comprehension strategies are established.	There is evidence that the explicit teaching of vocabulary has a positive impact on pupil progress. The EEF also recommends a range of teaching tools and approaches to increase progress in these areas. <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
IT will be used to develop teaching and learning of English and maths. This will improve pupil access to devices, use apps and websites that support learning and staff sharing practice to improve teaching and learning and ensure equality of access. Purchase resources such as: Numbots, TT Rockstars, Read Write Inc, LBQ in Upper Key Stage 2, Oxford Owl, Oxford Reading Buddy, Letterjoin, Rapid Reading, Reading Plus and Floppy's phonics to support the effective teaching and learning in core subjects. LBQ (Learning by Questions) is a focus of Upper Key Stage 2 to improve attainment and independence in core subjects. Use of own live grammar sessions, using Padlet. Pupil Premium children provided with kindles to help foster a love of reading at home.	EEF summary shows that use of IT can increase progress rates in both English and Maths and often more so in Maths. <a href="https://d2tic4wvo1iusb.cloudfront.net/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf">Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2, 3, 4

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

Budgeted cost: £181,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted maths and reading catch up sessions following assessment of individual need. Sessions to be run in groups, with children grouped into similar needs, including 1 x full time TA (or equivalent) per year group. Purchase and use of resources such as Oxford Reading Buddy, Rapid Reading, Reading Plus and Catch-Up Readers for Older Children. Use of LBQ to support teachers in providing targeted support and to ensure children have the opportunity to reach mastery.</p>	<p>Using diagnostic tools to identify gaps and then using individual or small group targeted support is proven to be effective in raising progress rates.  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>
<p>Direct employment of additional teacher/teaching staff to run targeted catch-up sessions as a result of diagnostic assessment of need. Tutor to work closely with teachers to ensure a collaborative and reciprocal approach to learning.</p>	<p>Tuition targeted at specific needs and gaps in learning is proven to be effective in supporting pupils to make good progress.  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4</p>

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

Budgeted cost: £46,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ and target specific staff to address attendance issues including Pastoral Support Worker and Education Social Worker. Train staff and embed systems that prioritise support and intervention for disadvantaged pupils and are based on DfE Improving School Attendance document. Development and monitoring of emotional based school avoidance plans to ensure children are supported back into school.	The DfE document comes from identifying best practice and success where attendance has been significantly improved in schools. There is widespread evidence around emotional based school avoidance.	5
Refresh of the good behaviour policy to adopt positive approaches to both high and low level behaviours. A range of rewards, including the use of a house system, to encourage and reward positive engagement and effort in school.	Research shows that behaviour interventions that reduce challenging behaviour also lead to better attainment. <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  Behaviour policy partially written using evidence from 'When The Adults Change, Everything Changes', Paul Dix.	2, 3, 4
Use of a School Uniform Grant to help parents and carers overcome barriers towards school attendance. £50 per pupil is allocated towards uniform support.	<a href="https://www.educationendowmentfoundation.org.uk/school-uniform">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	5
Use of funding to supplement 50% of residential visits for up to 58 students across Year 4 and Year 6. Both residentials provide an enrichment of the national curriculum and a chance for personal development and growth.		5



## 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.

The school has used standardised test scores and self-evaluation processes to measure the success of the plan so far. As a school, we have made significant progress in reducing the gap between disadvantaged pupils and their peers in early reading phonics, as seen by our latest phonics assessments in June 2023. 91% of disadvantaged pupils passed the phonics screening assessment at the end of Year 1 and the 9% who did not pass have SEN. This compares to 95% of non-disadvantaged Year 1 pupils passed the phonics screening and of the 5% who did not pass only 1% have SEN. At the end of Year 2, 93% of pupils had met the phonics screening standard compared to 92% of non-disadvantaged pupils. This is a positive gap.

In Year 6, for reading, writing and maths, disadvantaged pupils met or exceeded FFT targets in their 2023 SATs assessment. This shows there has been a significant shift in closing the attaining gap in this cohort of children. In reading, the same group of pupils exceeded their FFT targets, with 42% of disadvantaged children achieving greater depth. Many pupils in receipt of pupil premium received additional tutoring to support their reading progress. This led to significant improvements, and the pupils achieving at or above the expected standard was 28% above the national average. This group of children achieved this across all other subjects: in writing 33% above national average, in grammar, punctuation and spelling (GPS) 25% above national average and in maths 32% above national average. Additionally, pupil premium children achieving the greater depth standard were significantly above national average: 27% above in reading, 15% above in writing, 48% in GPS and 18% above in maths. Overall, 88% of pupil premium pupils achieved the expected standard in all three subjects (reading, writing and maths). This is 44% above the national average. Similarly, 16% of pupil premium pupils achieved the greater depth standard in all three subjects, which is significant in comparison to the national average of 3%. These results reflect the fact that the provision in place enabled them to fulfil their full potential.

Attendance outcomes did not improve consistently across the school to the level we would have wanted for disadvantaged children. This led to the development and implementation of the emotional based school avoidance plan to further support children going forward and remains a key area of improvement.