

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Winton Primary
Number of pupils in school	839
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers.	2022-2025
Date this statement was published	09/24
Date on which it will be reviewed	09/25
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	£214600
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	£214600

Part A: Pupil premium strategy plan

Statement of intent

At Winton Primary School, we aim to ensure each child fulfils their potential and realises their individual goals, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to consistently ensure our disadvantaged pupils make good progress and that their attainments levels are in line with the best schools in the country. Within this strategy, we outline how we are going to ensure all pupils, including high attainers, will be supported to reach their maximum potential. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, and 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

Our approach aims to ensure that the needs of all pupils, particularly disadvantaged pupils, are challenged and met. In addition to this, staff will be responsive to the individual needs of disadvantaged pupils and not rely on assumptions about the impact of disadvantage. Staff recognise that we must identify and provide targeted support for the areas in which disadvantaged pupils need, as this has been proven to have the greatest impact on closing the disadvantage gap whilst simultaneously benefitting all pupils. 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 2024, 19% of pupils have a SALT need. Oral language deficit is much more evident in disadvantaged children where 50% have been identified as having clear or slight concerns, compared with 16% of non-disadvantaged children.
2	Assessments in year 1 phonics show that disadvantaged children do less well with phonics and early reading skills compared with that of their peers. In 2022 and 2023, we 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. Results in 2024 do not follow this positive trajectory; 86% of non-disadvantaged children met the required standard compared with 76% of disadvantaged pupils. This data has been negatively skewed by the high level of SEN in the cohort.
3	Statutory assessments show that when children start school, Maths and English attainment among disadvantaged pupils is significantly lower than that of non-disadvantaged pupils. On entry in 2024, 22% of non-disadvantaged pupils scored low on English baseline assessments, compared with 54% of disadvantaged pupils. The gap was wider in Maths with 28% of non-disadvantaged children scoring low on Maths baseline assessments compared with 75% of disadvantaged pupils.
4	End of key stage two assessments show that attainment among disadvantaged pupils is lower than that of all pupils. While for 2024, these are still well above the national provisional data, there are still some clear discrepancies in reading, writing and maths outcomes. The discrepancies between both disadvantaged pupils and all pupils is further noticeable for pupils achieving above the expected standard, where both writing and maths is not significantly above the national provisional data. This means that few disadvantaged children attain the greater depth standard in these subjects.
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 10% of the school were Persistently Absent (PA) in 2022-2023, 21% of disadvantaged pupils were PA in the same period. In 2023-2024, 9% of pupils were PA for the school year, but again, 21% of disadvantaged pupils were PA, highlighting that this is an ongoing challenge. Although attendance overall has improved since 2021-2022, 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.	<p>NELI scores show that disadvantaged children (who are not SEN) are no longer a concern at the end of the year. They score 90 or above.</p> <p>Class teachers and support staff feel confident promoting oral language skills.</p> <p>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.</p>
Improved positive phonics attainment for disadvantaged pupils.	Phonic screen scores in 2025 show a smaller gap between disadvantaged children and their peers.
Improved reading, writing and maths attainment for disadvantaged pupils.	KS2 reading, writing and maths outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard. KS2 maths outcomes in 2025 show that more than 80% of disadvantaged pupils met the expected standard.
Increase in disadvantaged pupils attaining in line with all pupils as well as an increase of pupils gaining above the expected standard in both writing and maths.	KS2 2025 data shows that disadvantaged pupils attain significantly above national in writing and maths and more closely in line with all pupils. This is also reflected in the number of disadvantaged pupils attaining above the expected standard.
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: £85,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target parent engagement for disadvantaged children in reception. Parent workshops and follow up with targeted families aim at encouraging parents to talk with their children.</p>	<p>The EEF reports that parental engagement approaches have a positive impact on a child's progress in reception.</p>	<p>1, 2</p>
<p>Talk audit in reception -activities in continuous provision audited by AHT and YL. Activities planned that promote talk, including narrative play.</p> <p>Adults working with children are trained in the use of oral language approaches and oral language intervention. 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 targeted speech sound and word aware groups in 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.</p>	<p>The EEF reports that on average, children who are involved in communication and language approaches make seven months' additional progress over the course of the year.</p> <p>The EEF also reports that there is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach and has a high impact on oral language skills.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Research suggests NELI has been credited with helping children improve their spoken language and reading scores by an average of four months. Assessment and Intervention Evidence OxEd & Assessment UK (oxedandassessment.com)</p>	<p>1, 2</p>
<p>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</p>	<p>EEF research shows that phonic approaches have a strong base that shows a positive impact on word reading particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

<p>given training on this, with teachers completing the online Floppy's Phonics training course. Staff will be provided with follow up time to use resources when planning provision.</p>		
<p>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.</p>	<p>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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>IT will be used to develop high quality teaching and learning of English and maths. This will improve pupil access to devices, use of apps and websites that support learning and staff sharing practice to improve teaching and learning and ensure equality of access. Purchase of resources such as: Numbots, TT Rockstars, Read Write Inc, LBQ, 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), including the SATS springboard add on, to improve pupil attainment and independence in core subjects. Pupil Premium children provided with kindles to help foster a love of reading, and encourage them to read more regularly at home. AHTs to monitor and support effect use of IT resources.</p>	<p>EEF summary shows that use of IT can increase progress rates in both English and Maths and often more so in Maths. Using Digital Technology to Improve learning Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 3, 4</p>

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

Budgeted cost: £106,995

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. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>Direct employment of additional teaching staff to run targeted catch-up sessions resulting from diagnostic assessment. Additional staff to work closely with teachers to ensure a collaborative and reciprocal approach to learning. To include AHT and teacher-led before/after school interventions.</p>	<p>Interventions and catch up sessions targeted at the specific needs and gaps in learning is proven to be effective in supporting pupils to make good progress. Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>

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

Budgeted cost: £47,204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Classroom staff to target attendance and work with AHTs to build strong relationships and an inclusive community, targeting disadvantaged pupils who are PA, and implementing bespoke interventions.</p> <p>Employ and target specific staff to address attendance issues including Pastoral Support Worker and Education Social Worker.</p> <p>Train staff and embed systems that prioritise support and intervention for disadvantaged pupils and are based on DfE Improving School Attendance document.</p> <p>SENCo and AHTs to support the development and monitoring of emotional based school avoidance plans to ensure children are supported back into school.</p>	<p>Research shows that children who miss more days of school perform less well than those with higher attendance.</p> <p>Why is school attendance so important and what are the risks of missing a day? – The Education Hub (blog.gov.uk)</p> <p>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.</p>	<p>5</p>
<p>SLT to support a consistent approach to using PACE and the Zones of Regulation across the school. CPD provided to all school adults and revisited throughout the year in staff meetings and pupil assemblies. Revisit the good behaviour policy with school staff to adopt positive approaches to both high and low level behaviours. A range of rewards, including the use of a house system, to</p>	<p>Research shows that behaviour interventions that reduce challenging behaviour also lead to better attainment.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour policy partially written using evidence from 'When The Adults Change, Everything Changes', Paul Dix.</p>	<p>2, 3, 4, 5</p>

encourage and reward positive engagement and effort in school.		
Key staff to support parents and carers to access School Uniform Grant and therefore help them to overcome barriers towards school attendance. £50 per pupil is allocated towards uniform support.	School uniform EEF (educationendowmentfoundation.org.uk)	5
Use of funding to supplement 50% of residential visits for up to 53 students across Year 4 and Year 6. Both residentials provide an enrichment of the national curriculum and a chance for personal development and growth.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £239,657

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 2023 to 2024 academic year.

In order to analyse the performance of our school's disadvantaged pupils during the previous academic year, we have drawn on both our internal self-evaluation processes and standardised assessment data.

When comparing the performance of disadvantaged pupils to non-disadvantaged pupils in the 2024 phonics assessment, data shows that disadvantaged pupils did less well than non-disadvantaged pupils. 76% of disadvantaged and 86% of non-disadvantaged pupils met the required standard. Although the result for disadvantaged is lower, they performed well-above the national result of 68%.

To help further measure the performance of our disadvantaged pupils, we compared their end of Key Stage Two results to our non-disadvantaged pupils, including comparisons at both national and local level. The data here demonstrated that while disadvantaged pupils did not attain at the same level of all pupils across reading, writing and maths, they did perform above national. In reading, disadvantaged pupils attaining at or above the expected standard was 11% above national; in writing, 18% above national; in GPS, 9% above national and in maths, 15% above national. Additionally, disadvantaged pupils achieving the greater depth standard in reading were significantly above (19%) the national average. While not significant, all disadvantaged pupils outperformed the national data in achieving the greater depth standard in all other subjects. Overall, 66% of disadvantaged pupils achieved the expected standard in all three subjects (reading, writing and maths). This is 20% above the national average. Similarly, 9% of

disadvantaged pupils achieved the greater depth standard in all three subjects, which compares favourably to the national average of 3%. These results reflect the fact that the provision in place enabled them to fulfil their full potential.

Additionally, across all subjects, most disadvantaged pupils met or exceeded their FFT targets in the 2024 SATs assessment. This shows there has been a significant shift in closing the attaining gap in this cohort of children. Many pupils in receipt of pupil premium received additional tutoring to support their reading and maths progress, which led to these improvements.

We have also drawn on school data to assess the wider issues impacting disadvantaged pupil's performance, including attendance. Attendance outcomes did not improve consistently across the school to the level we would have wanted for disadvantaged children. This led to the further development and implementation of the emotional based school avoidance plan to further support children going forward and remains a key area of improvement. A Parent Support Worker has also been employed to work closely with families, where attendance remains a challenge, offering targeted support.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025 as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to continue developing high quality teaching and learning across the school, including the effective use of additional staff and IT. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.