

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wincham Community Primary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Matt Boot (Headteacher)
Pupil premium lead	Craig Garner
Governor / Trustee lead	Andrew Webster

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61675
Recovery premium funding allocation this academic year	£0
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	£61675

The confirmed per pupil allocation for Pupil Premium for 2023-24 are:		Numbers of children from October 2023 census
£1,455	Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) and each eligible NRPF FTE pupil, except where the pupil is allocated the LAC or post-LAC premium	25
£1,035	Pupils in years 7 to 11 recorded as Ever 6 FSM in these year groups and each eligible NRPF FTE pupil, except where the pupil is allocated the LAC or post-LAC premium	0
£2,530	Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order in year groups reception to year 11	10
£335	Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)	0

## Part A: Pupil premium strategy plan

### Statement of intent

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| <ol style="list-style-type: none"><li>1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG</li><li>2. To narrow the gap between the educational achievement of these pupils and their peers</li><li>3. To address underlying inequalities between pupils, as far as possible</li><li>4. To ensure that the PPG impacts on pupils who are eligible for it</li><li>5. To make a significant impact on the education and lives of these pupils</li><li>6. To work in partnership with the parents of pupil to collectively ensure pupils' success</li></ol> |
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### Challenges

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

Challenge number	Detail of challenge
1	Gaps in the vocabulary and retention of key knowledge among disadvantaged pupils caused by: <ul style="list-style-type: none"><li>● Attendance</li><li>● SEND where appropriate</li><li>● Lack of parental support or knowledge of how to support</li><li>● Emotional wellbeing/ regulation caused by issues out of school</li></ul>
2	Internal data shows that the attainment in Maths among disadvantaged pupils is below that of non-disadvantaged pupils in Years 1, 2, 3, 4 and 5.
3	Observations and discussions with pupils, parents and staff show that a number of our disadvantaged pupils are being impacted by circumstances at home and as a result have social and emotional difficulties.
4	Discussions with families show that a number of disadvantaged children are not able to experience a wider range of enrichment opportunities due to financial circumstances.
5	22-23 Attendance of FSM children is lower than non FSM children in current year 1, 2, 3, 4 & 5 averaging a gap of 1.15%, with the biggest difference being in current y3. Absence is particularly caused by families taking holiday in term time, with a link between PP families and Fixed Penalty Notices being issued. Discussion with parents shows PP families cannot afford the higher prices in school holidays.

### 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
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To improve attainment for disadvantaged pupils in Reading, Writing and Maths with a particular focus on Maths.	Assessments indicate accelerated progress of disadvantaged pupils to achieve ARE+ and a narrowing gap between peers.  KS2 outcomes in 23/24 show that more than 70% of disadvantaged pupils met the expected standard.
To improve retention of key knowledge and vocabulary among disadvantaged pupils.	Assessments and discussions with pupils and staff show that children are using a wider range of vocabulary. Book scrutinies from subject leaders show that key vocabulary is being applied. Retrieval work in class shows that pupils are retaining more key knowledge.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Attendance analysis will show that the <b>only barrier to attendance</b> is families taking holidays in term time due to financial reasons.</li> <li>Attendance will be analysed individually and where there has been an absence caused by a term time holiday, average attendance will improve over time with no further avoidable absences.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/2024 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

### 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: £19664

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce the adult to pupil ratio in lessons	<a href="#">Phonics   Toolkit Strand</a> EEF +4 months	1, 2
To enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.	<a href="#">Mastery learning   Toolkit Strand</a> +5 months	1

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>To ensure quality teaching for all - diminish differences for eligible pupils compared to other pupils nationally in Maths and English.</p> <p>We will release Maths and English subject leads to support staff with planning, delivery, monitoring the quality of teaching and learning and progress of PP children. Focus on writing.</p>	<p><a href="#">Mastery learning   Toolkit Strand</a>  +5 months</p> <p><a href="#">EEF Reading comprehension strategies</a>  EEF +6 months</p>	1, 2
<p>To develop the knowledge and skills of TAs in order to support and deliver high-quality teaching.</p>	<p><a href="#">Teaching Assistant Intervention - EEF</a>  +4 EEF months  (SLT release time, 6x ½ day sessions= £300)</p>	1, 2
<p>To develop consistency of teaching approach linked to a thorough understanding of pedagogy ensuring that retention of knowledge is further prioritised</p>	<p><a href="#">Mastery learning   Toolkit Strand</a>  +5 months</p>	1, 2

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

Budgeted cost: £12,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to deliver focussed interventions and support as pre teaching	<a href="#">EEF - One to one tuition</a> EEF + 5 months	1, 2

or specific 1-1 intervention programmes	<a href="#">EEF - Small group tuition</a> EEF + 4 months	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £29,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the number of enrichment opportunities on offer to all children in school and to pay for disadvantaged pupils to attend including 50% of residential trips and 50% of school experiences (trips and costed activities in school)	<a href="#">Arts participation   Toolkit Strand</a> <a href="#">Sports participation   Toolkit Strand</a> EEF +2 months	4, 5
To continue to offer a HAF funded holiday club for PP children acting as a hub model for the local area.	<a href="#">Arts participation   Toolkit Strand</a> <a href="#">Sports participation   Toolkit Strand</a> EEF +2 months	4, 5
To provide a family support worker role to support wider issues including TAFs and parenting support, as well as to offer ELSA support.	<a href="#">Parental engagement   Toolkit Strand</a> EEF +3 months <a href="#">Social and emotional learning   Toolkit Strand</a> EEF +4 months	3, 4, 5
To monitor attendance of PP groups and act upon poor attendance working with Education Welfare Service where appropriate  Office staff, CG & MB	<a href="#">Parental engagement   Toolkit Strand</a> EEF +3 months	5
To <i>implement</i> a parental engagement policy to support learning at home, to bring parents into school to support learning more often, and to improve attendance/ punctuality	<a href="#">Parental engagement   Toolkit Strand</a> EEF +4 months	1, 2, 3, 4, 5

**Total budgeted cost: £61675**

## 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 2022-2023 academic year.

Target 1) To improve attainment for disadvantaged pupils in Reading, Writing and Maths

- End of year attainment data from July 2023 shows that the gap between disadvantaged pupils is closing. Attainment has been raised for PP children in most year groups in Reading, Writing and Maths.
- There are no observable trends in difference between PP and non PP children across the school, either by subject or by year group.
- In every case where PP children appear to attain less well than non PP children, there are mitigating factors that skew the data such as SEND or medical related absence.

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Y6</b>	75% (up from 62%)	69.7%	75% (up from 62.5%)	60.61%	37.5% (down from 62.5%)	60.61%
<b>Y5</b>	66.67% (up from 50%)	78.38%	66.67% (up from 50%)	70.27%	83.33% (up from 66.67%)	78.38%
<b>Y4</b>	100%	83.78%	85.71% (up from 57.14%)	51.28%	85.71%	94.59%
<b>Y3</b>	50% (down from 66.67%)	75%	50% (down from 66.67%)	62.5%	75% (up from 66.67%)	84.38%
<b>Y2</b>	100% (up from 66.67%)	79.31%	66.67% (up from 33.33%)	79.31%	66.67%	86.21%
<b>Y1</b>	75%	89.29%	75%	82.76%	75%	82.76%
<b>Rec</b>	25%	85.71%	25%	68.57%	50%	91.43%

Target 2) To improve reading comprehension skills and vocabulary among disadvantaged pupils.

- Reading attainment has increased for all children, with PP children outperforming non PP children in 3 year groups, and with substantial improvement seen from the previous year in 3 year groups.
- Reading monitoring shows that all children share an equal love of reading.

Target 3) To improve attainment for disadvantaged pupils in the phonics screening check including those who are retaking.

- 100% of all pupils passed the y2 retake of the phonics screening
- 100% of Year 1 PP children passed the phonics screening

Target 4) To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

- Children in receipt of ELSA support or Play Therapy show a reduction in overall number of incidents that disrupt the learning of other children
- Greater time spent on task leading to higher levels of attainment.
- Pupil voice as well as ongoing monitoring shows how highly children value the mental health support they are given. Specific positives include Forest Schools, active learning & the relationships with adults.
- Parent surveys using Ofsted questions show that parents feel their children are well supported.
- 22 out of 27 total Pupil Premium attended at least 1 club if not more and were funded by school.
- Through Holiday Activity Fund work, 18 out of 27 children accessed holiday activities including a free cooked meal at some point in the school holidays.

### 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
N/A	