

# Pupil premium strategy statement – Wincham Community Primary School

This statement details our school's use of pupil 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	Wincham Community Primary School
Proportion (%) of pupil premium eligible pupils	10.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
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	£51640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51640

# Part A: Pupil premium strategy plan

## Statement of intent

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To ensure that the PPG impacts on pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

## Challenges

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

Challenge number	Detail of challenge
1	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.
2	Internal data shows that the attainment in Maths among disadvantaged children (4/81) is below that of non-disadvantaged children in the current Years 5 and 6.
3	Internal data shows that the attainment in Reading & Writing among disadvantaged children (3/41) is below that of non-disadvantaged children in the current Year 2.
4	Observations and discussions with pupils, parents and staff show that a number of disadvantaged children are weaker with their spoken language and verbal interactions. Gaps in vocabulary also caused by: <ul style="list-style-type: none"><li>• Attendance</li><li>• Lack of enrichment opportunities outside of school</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>
5	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. Pupil voice shows that disadvantaged children would like access to wider Art opportunities.
6	23-24 Attendance of FSM children is lower than non FSM in some year groups - with the biggest difference in current Year 1 and Year 5. 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
To improve attainment for disadvantageded pupils in Reading, Writing and Maths with a particular focus on Maths.	Assessments indicate accelerated progress of disadvantageded pupils to achieve ARE+ and a narrowing gap between peers.  Subject leaders and SLT to closely monitor children who are behind and the progress they are making.
To improve the speaking and listening skills of disadvantageded children	Assessments and discussions with pupils and staff show that children are able to communicate with more confidence and are able to apply a number of strategies when speaking and listening.
To improve retention of key knowledge and vocabulary among disadvantageded 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, including end of topic mind maps, shows that pupils are retaining more key knowledge.
To achieve and sustain improved attendance for all pupils, particularly our disadvantageded 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 disadvantageded 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 disadvantageded pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10721

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	2, 3, 4
<p>To enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <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><a href="#">Mastery learning   Toolkit Strand</a>            +5 months</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>	2
<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>	2, 3
To develop the knowledge and skills of TAs in order to support and deliver high-quality teaching.	<p><a href="#">Teaching Assistant Intervention - EEF</a>            +4 EEF months            (6x ½ day sessions= £300)</p>	2, 3

To develop a school wide approach to oracy that builds the children's spoken language and verbal interaction skills as well as widening their vocabulary.	<a href="#">Oral Language Interventions - EEF</a> + 6 months	4
To develop consistency of teaching approach linked to a thorough understanding of pedagogy ensuring that retention of knowledge is further prioritised	<a href="#">Mastery learning   Toolkit Strand</a> +5 months	2,3,4

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

Budgeted cost: £ 23,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to deliver focused interventions and support as pre teaching or specific 1-1 intervention programmes	<a href="#">EEF - One to one tuition</a> EEF + 5 months  <a href="#">EEF - Small group tuition</a> EEF + 4 months  <a href="#">Oral Language Interventions - EEF</a> + 6 months	2, 3, 4

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

Budgeted cost: £ 17759

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	<a href="#">Arts participation   Toolkit Strand</a> <a href="#">Sports participation   Toolkit Strand</a> EEF +2 months	5, 6

pupils to attend including 50% of residential trips and 50% of school experiences (trips and costed activities in school)		
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	5, 6
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	1, 5, 6
To monitor attendance of PP groups and act upon poor attendance working with Education Welfare Service where appropriate	<a href="#">Parental engagement   Toolkit Strand</a> EEF +3 months	6
Office staff, CG & MB		
To sustain and improve upon 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, 6

**Total budgeted cost: £50,295**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Target 1)** To improve attainment for disadvantaged pupils in Reading, Writing and Maths with a particular focus on Maths.

- End of KS2 data (Y6) showed 100% of PP children achieving EXS + in Reading, Writing and Maths.
- End of year attainment data from July 2024 shows that in Years 1, 2 and 3, Maths attainment has increased and the gap is closing. Within Year 3, disadvantaged pupils are above non PP children.

	Reading 23-24 outcomes		Writing 23-24 outcomes		Maths 23-24 outcomes	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Y6</b> (6/42 PP)	100% (up from 83.33%)	80.56%	83.33%	66.67%	100%	72.22%
<b>Y5</b> (8/43 PP)	87.5%	91.43%	87.5% (up from 75%)	60%	62.5% (down from 75%)	85.71%
<b>Y4</b> (4/35 PP)	50%	83.87%	50%	54.84%	50% (down from 75%)	83.87%
<b>Y3</b> (4/33 PP)	100%	79.31%	100% (up from 50%)	82.76%	100% (up from 50%)	68.97%
<b>Y2</b> (4/33 PP)	75%	96.55%	75%	93.10%	100% (up from 75%)	86.21%
<b>Y1</b> (4/41 PP)	25%	89.19%	25%	62.16%	75% (up from 50%)	89.19%
<b>Rec</b> (3/37 PP)	66.67%	82.35%	66.67%	73.53%	66.67%	82.35%

**Target 2)** To improve retention of key knowledge and vocabulary among disadvantaged pupils.

- Staff have received training on retrieval techniques and are using them as part of every lesson. Pupil voice shows children are retaining more information and evidence from book scrutinies show increase in key knowledge and vocabulary.

**Target 3)** To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

- Internal monitoring shows that attendance data improves over time, and evidence is available to show how school is overcoming specific barriers. Over time, the only barrier to attendance should be holidays in term time.

Year Group 23/24	Average Year Attendance 22/23	Average Year Attendance 23/24	Difference
R	NA	87.53%	NA
1	94.07%	95.16%	+1.09%
2	91.28%	94.57%	+3.29%
3	95.65%	95.38%	-0.27%
4	92.89%	91.43%	-1.46%
5	92.59%	93.83%	+1.24%
6	94.47%	93.56%	-0.91%

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

- Children in receipt of ELSA support 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.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider