

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | 307                              |
| Proportion (%) of pupil premium eligible pupils   | 12.7%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023                        |
| Date this statement was published   |                                  |
| Date on which it will be reviewed   | October 2022                     |
| 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   | £50 470 |
| Recovery premium funding allocation this academic year  | £       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £       |

# 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                | Assessments, observations and discussions with pupils and staff indicate that there are gaps in the children's reading strategies, vocabulary and retaining of key mathematical learning.  |
| 2                | Internal assessment data suggests that the attainment in Writing among disadvantaged pupils is below that of non-disadvantaged pupils in Years 2, 3 and 5.   |
| 3                | Observations and discussions with pupils, parents and staff show that a number of our disadvantaged pupils have been impacted by the partial school closures and circumstances at home and as a result have social and emotional difficulties. |
| 4                | Assessments, observations and discussions with staff indicate that disadvantaged pupils have difficulty with phonics in comparison with their peers as a result of having fewer opportunities to read with an adult.                           |
| 5                | The number of enrichment opportunities on offer has been impacted by the closure of schools. This has resulted in children not being able to experience a wider range of opportunities including sports and after school clubs.                |

## 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 disadvantaged pupils in Reading, Writing and Maths | Assessments indicate accelerated progress of disadvantaged pupils to achieve ARE+ and a narrowing gap between peers. |

|   |  |
|---|--|
|   |  |
| To improve reading comprehension skills and vocabulary among disadvantaged pupils.                              | Assessments and discussions with pupils and staff show that children have applied learnt comprehension skills and are using a wider range of vocabulary.<br>Book scrutinies from subject leaders show that key vocabulary is being applied.  |
| To improve attainment for disadvantaged pupils in the phonics screening check including those who are retaking. | KS1 phonics outcomes show that a greater number of disadvantaged pupils are passing the phonics screening.   |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.  | Sustained high levels of wellbeing from 2022/2023 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: £29574

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>To reduce the adult to pupil ratio in lessons, including allowing for ability grouped teaching of phonics</p>  | <p><a href="#">Phonics   Toolkit Strand</a><br/>EEF +4 months</p>   | <p>1 &amp; 4</p>              |
| <p>To enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/>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><br/>+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:<br/><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:<br/><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | <p>1</p>                      |
| <p>To ensure quality teaching for all - diminish differences for eligible pupils compared to other pupils nationally in Maths and English.<br/><br/>We will release Maths and English subject leads to support staff with planning, delivery, monitoring the quality of teaching and learning and</p> | <p><a href="#">Mastery learning   Toolkit Strand</a><br/>+5 months</p> <p><a href="#">EEF Reading comprehension strategies</a></p> <p>EEF +6 months</p>   | <p>1 &amp; 2</p>              |

|   |   |          |
|---|---|----------|
| progress of PP children. Focus on writing.  |   |          |
| Training of staff delivering phonics who are new to EYFS & KS1                                    | <a href="#">Phonics   Toolkit Strand</a><br>EEF +4 months                         | 4        |
| To develop the knowledge and skills of TAs in order to support and deliver high-quality teaching. | <a href="#">Teaching Assistant Intervention - EEF</a><br><br>+4 EEF months        | 1, 2 & 4 |
| To develop the confidence of staff in delivering effective feedback                               | <a href="#">EEF - Feedback</a><br><br>+5 written feedback<br><br>+7 oral feedback | 1, 2 & 4 |

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

Budgeted cost: £4000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| SB to deliver ½ day per week of support for children in Woodpeckers (Y4) and Dragonflies (Y6) to achieve EXS in Reading, Writing and Maths | <a href="#">EEF - One to one tuition</a><br>EEF + 5 months<br><br><a href="#">EEF - Small group tuition</a><br>EEF + 4 months | 1, 2 & 4                      |

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

Budgeted cost: £16896

| 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                    | <a href="#">Arts participation   Toolkit Strand</a><br><a href="#">Sports participation   Toolkit Strand</a><br>EEF +2 months | 5                             |
| Enhancement of our family support worker role to support wider issues including TAFs and parenting support  | <a href="#">Parental engagement   Toolkit Strand</a><br>EEF +3 months   | 3                             |
| To monitor attendance of PP groups and act upon poor attendance working with Education Welfare Service where appropriate<br><br>Office staff, CG & MB | <a href="#">Parental engagement   Toolkit Strand</a><br>EEF +3 months   | 3                             |
| Increase ELSA support time within school  | <a href="#">Social and emotional learning   Toolkit Strand</a><br>EEF +4 months   | 3                             |
| Play Therapy as required for individuals £450 per 15 block of sessions per pupil  | <a href="#">Social and emotional learning   Toolkit Strand</a><br>EEF +4 months   | 3                             |

**Total budgeted cost: £50470**

## 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 2021-2022 academic year.

- 1) To close the gap between disadvantaged pupils and other pupils across school

|            | Reading |        | Writing |        | Maths   |        |
|------------|---------|--------|---------|--------|---------|--------|
|            | PP      | Non PP | PP      | Non PP | PP      | Non PP |
| <b>Y6</b>  | 100.00% | 65.70% | 100.00% | 77.10% | 80.00%  | 71.40% |
| <b>Y5</b>  | 62.50%  | 56.00% | 62.50%  | 69.70% | 62.50%  | 69.70% |
| <b>Y4</b>  | 60%     | 81.10% | 60%     | 78.40% | 80%     | 67.60% |
| <b>Y3</b>  | 100.00% | 79.50% | 50.00%  | 66.70% | 83.30%  | 84.60% |
| <b>Y2</b>  | 66.70%  | 96.90% | 66.70%  | 65.60% | 66.70%  | 90.60% |
| <b>Y1</b>  | 66.70%  | 78.60% | 33.30%  | 78.60% | 66.70%  | 78.60% |
| <b>Rec</b> | 100.00% | 83.90% | 100.00% | 80.60% | 100.00% | 87.10% |

End of year attainment data from July 2022 shows no discernible trend in underperformance for PP children.

- 2) To support children's social and emotional wellbeing
  - 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 shows how highly children value the mental health support they are given

- 3) To enhance children's life experiences

Children in receipt of Pupil Premium have been funded to attend a wide range of after school clubs as well as funded places on Y6 residential and other trips.

## 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       |          |