

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	The Winterton Federation -Winterton C of E Infant School -Winterton Junior School
Number of pupils in school	Infants (excluding nursery: 157 Juniors: 226
Proportion (%) of pupil premium eligible pupils	Infants (excluding nursery: 51(32%) Juniors: 81 (36%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Catherine Logan
Pupil premium lead	Naomi Downs
Governor / Trustee lead	Catherine Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,710.00 Infants: £62,180.00 Juniors: £109,530.00
Recovery premium funding allocation this academic year	£10,573.00

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	£182,283.00

Part A: Pupil premium strategy plan

Statement of intent

At The Winterton Federation, we strive towards ensuring that all children, no matter what their background, achieve and reach their full potential. We expect pupil premium children to achieve in line with non-pupil premium children and as a Federation we provide the same opportunities for all children. We want children to benefit from a curriculum full of first hand experiences that all pupils can access. We provide children with core memories that will create well rounded individuals who are well prepared for their life journey.

Our pupil premium strategy focuses on the whole child. It ensures that the basic needs of the child are met and focuses on raising the self-esteem and aspirations of all children. We ensure that all children feel safe and part of our Federation family. We value the use of our excellent pastoral support, who are always there for our children. When these basic needs are met, children are able to focus in the classroom and to try more challenging learning activities.

High quality teaching is key to our strategy statement. We believe that all children should have access to an engaging and varied curriculum. Strategies that have been put in place will ensure that pupil premium children achieve in line with non-pupil premium children and the difference between attainment will be diminished. Interventions are only used where necessary to support quality first teaching in the first instant. 1:1 tuition is to be provided to all pupil premium children to ensure that COVID has not had any lasting impact on the attainment of pupil premium children.

Challenges

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

Challenge number	Detail of challenge
1	Due to the outbreak of COVID-19, children have lost a significant amount of learning time, with many being away from school for more than 6 months. Many of these children had very little access to home learning and the facilities to do this. As a result, during the lockdown, technology was provided for those who needed it and phone calls and

	home visits were conducted. While the majority of families engaged with this, some still did not.
2	On entry, some pupils ' <i>Basic Skills</i> ' particularly <i>speech and language</i> is below average, resulting on the need for accelerated progress to bring them in line with national expectations. Lack of higher-level conversations outside the school environment, result in a lower vocabulary bank and a lack of understanding and knowledge of the wider world.
3	High number of pupils identified with limited emotional resilience and low self-esteem which impacts on ability to rise to the challenge of more stretching academic activities.
4	There is a key group of pupil premium children who have extra learning needs and require additional support.
5	The lack of opportunities to participate in a variety of life experiences contributes to low expectations and aspirations regarding future career opportunities, making a positive contribution to society and understanding of the World around them. Rural deprivation impacts negatively on access to services and transport opportunities.
6	The negative experience of domestic violence together with adult substance misuse, physical and mental abuse and neglect in the home environment for a number of identified pupils' results in an inability to concentrate and learn.

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
Continue to raise attainment across the whole of The Federation in reading, writing and mathematics for pupils eligible for Pupil Premium Grant.	There should be no difference between the attainment of pupil premium children and non-pupil premium children. The difference of attainment should be diminished. A greater proportion of pupils, including PPG Pupils, are working at age related
Continue to raise % pass rate for pupils eligible for Pupil Premium grant in Yr 1 phonic screening and Yr 2 re-sits.	A higher % of all pupils, including PPG pupils, will pass the year 1 phonics screening check. The data would be comparable to their non-pupil premium peers.
Build resilience and self-esteem for identified pupils.	All pupils, including PPG Pupils, have resilience and improved self-esteem and the ability to rise to the challenge of

	<p>more stretching academic activities. More pupil premium children will achieve greater depth at the end key stage 1 and 2 as a result of improved resilience.</p>
<p>PPG pupils to develop good communication skills. Improvement to pupils' vocabulary bank.</p>	<p>Outcomes in reading, writing and phonics and SPaG will be comparable for non-pupil premium and pupil premium children. More pupil premium children will leave EYFS working at the expected standard for communication and language.</p>
<p>Improvement to pupils understanding and knowledge of the wider world.</p>	<p>Children will benefit from a curriculum full of first hand experiences that all pupils can access; clubs, visits; visitors (once COVID restrictions allow). Children will shape rounded personalities from the development of core memories.</p>
<p>Support given to vulnerable pupils and families.</p>	<p>Support systems for vulnerable pupils and families are in place resulting in higher levels of concentration and ability to learn. There are good outcomes for families with early signs of crisis and on early helps.</p>

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: £101,210.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SLT to support teachers by providing high quality feedback after observations and book scrutinies. SLT to ensure that all staff are providing children with high quality verbal feedback & marking across the school for all pupils. SLT to provide CPD opportunities for teachers. TAs used to cover SLT's classes.</p> <p>(£30,458.84)</p>	<p>EEF teaching and learning toolkit highlights effective feedback as a high impact and low cost (+8 Months) strategy to raise attainment for disadvantaged pupils.</p> <p>Evidence from our own school has shown that the support that SLT provide has meant that staff have improved their practice and as a result pupil's attainment has risen and the gap has begun to narrow.</p>	<p>1, 2</p>
<p>Additional TAs employed to support Learning and Teaching for PPG Pupils across the school.</p> <p>(£37,133.25)</p>	<p>The EEF suggests small group tuition has a +4 month impact on attainment of disadvantaged pupils.</p>	<p>1, 2, 4</p>
<p>Smaller class sizes to support teaching and learning for PPG pupils.</p>	<p>EEF teaching and learning toolkit highlights that reducing class sizes has a moderate impact and raises attainment by 3 months.</p>	<p>1, 2, 4</p>

Year group 6 split into smaller classes during the morning sessions. (£12,896.00)		
Same day Maths interventions. (No extra cost)	Data from previous years show that individual and small group intervention makes a positive impact on pupils reading and basic maths skills.	1, 2
Phonics intervention. 2 Infant TAs afternoon salary - £13,835.00 Junior TA afternoon salary - £6,887.00	The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read. The EEF teaching and learning toolkit states that teaching phonics can boost attainment by 5 months.	1, 2, 4

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

Budgeted cost: £32,155.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 speech and language intervention / therapy 7.5 hrs per week 36 weeks and communication team meeting attendance 7.5 hrs £3,421.00	EEF Teaching and Learning toolkit highlights that Early years interventions can boost attainment by 5 months. The Early Years Toolkit states that communication and language approaches have a very high impact and can boost attainment by 6 months.	2, 4, 5

Mentoring scheme £3,800.00	The mentoring scheme is sourced through the National Tutoring Programme, and is a DfE recommended use of pupil premium funding to raise attainment.	
Online tutoring £10,000.00 (budget) £11,090.00 (TA)	The EEF states that 1 to 1 tuition has a high impact and can boost attainment by 5 months. The online tutoring is sourced through the National Tutoring Programme, and is a DfE recommended use of pupil premium funding to raise attainment.	1
Times table rock stars £152.00 Numbots £170.00 Purple Mash £1,968.00 Serial Mash £400.00 Reading Bug Club £1,154.00	Maths coordinator conducted a research project and found that multiplication facts are considered essential for progress in Maths (Elkins, 2002; Howell and Nolet, 2000; Kilpatrick et. al, 2001; Norbury 2002). Research shows that pupils who use technology have higher motivation levels and show overall larger rates of progress (Bauer, 2013). See Maths coordinator's research project, relating to times tables. See English lead's research project, relating to improving outcomes for reading in English.	1, 2, 3, 4

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

Budgeted cost: £52,704.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Pastoral Manager & Learning Mentors to provide pastoral care so that targeted children feel supported and valued, social skills are developed and	Research shows that positive attention boosts self- esteem and thus one's ability to learn. EEF teaching and learning toolkit provides evidence that social and	3, 6

<p>barriers to learning are addressed.</p> <p>Pastoral Manager every afternoon</p> <p>£13,811.50</p> <p>Learning mentor 0.5 £4,386.00</p> <p>Learning Mentor £12,401.00</p>	<p>emotional learning improves learning by 4 months.</p>	
<p>Careers Day for all year 2 pupils at WIS and to all pupils at WJS.</p>	<p>Liz Reece reports on a study undertaken where 7 urban local authorities across England assessed the impact of careers days on children. The findings showed that they increased pupils' awareness of career/work opportunities, it increased their awareness of the link between education and their career opportunities and improved perceptions and aspirations relating to education and career choices.</p> <p>The report also showed that it increased self confidence in children and this improved attendance, attainment and SAT s results.</p>	<p>5</p>
<p>Educational Visits 24 year 6 pupils to Robin Wood @ £283 = £6,792.00</p> <p>132 pupil premium altogether. Estimated cost of £10 per pupil. £1,320.00</p>	<p>As part of the Poverty Proofing agenda we want to make sure that all our pupils have the opportunity to be exposed to a wide variety of experience e.g Robin Wood residential.</p>	<p>1, 5</p>

<p>Music Big Sing</p> <p>£1 per Yr 2 pupils</p> <p>£53 + £300 coach cost.</p> <p>Music Tuition 17 pupil premium children.</p> <p>£2,736.00</p>	<p>As part of the Poverty Proofing agenda we want to make sure that all our pupils have the opportunity to be exposed to a wide variety of experiences including Music lessons and performances</p>	5
<p>Free Fruit (Juniors)</p> <p>£1,500.00</p>	<p>As part of the Poverty Proofing agenda, it was felt that free fruit would benefit all pupils, especially those who do not have access to breakfast at home in line with Maslow's hierarchy of needs.</p>	6
<p>Robust monitoring / family support / letters to parents / home visits</p> <p>£8,905.00</p>	<p>In school research shows that completing this robust monitoring has resulted in attendance improving and is now above the national average.</p>	3, 6
<p>School uniform and resources provided for all pupils including PPG pupils.</p> <p>£300 allocated to cover the cost of PE kits, stationary.</p> <p>£200 allocated to cover the cost of a school</p>	<p>As part of the Poverty Proofing agenda, it was felt that support with school uniform would benefit the self-esteem of pupils living in poverty.</p>	3, 5, 6

jumper or cardigan for those who newly qualify for PPG.		
---	--	--

Total budgeted cost: £ 186,069.59

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 2020 to 2021 academic year.

Pupils came back into school in September 2020, however, due the national lockdown and school closure, national testing was cancelled in July 2021. Since reopening, various school bubbles have had to close and there has been another national lockdown and school closure in January 2021.

Pupil premium families were consistently supported throughout the lockdown. Weekly phone calls were made, where the member of staff ensured they spoke to the child to ensure the safety and wellbeing of every individual. Food vouchers were personally delivered to pupil's households and whilst members of staff were there, they checked on the wellbeing and safety of the pupil.

During the lockdowns and bubble closures, home learning was provided for all pupils. This was completed through recorded teaching videos and then a task provided through Purple Mash. Every day, a reading, writing, Mathematics, spelling/phonics and a topic lesson was provided. We ensured all children had access to laptops or I-pads at home. We did this by completing surveys with the parents and children and then quickly and efficiently providing every household with adequate technology to access the home learning.

Engagement with home learning was monitored on a daily basis and every lesson and activity was monitored. If the engagement levels dropped, then the home was immediately called to ask why the tasks were not being completed for that day. If this continued, then home visits were made to ensure that all children were able to access and engage with the activities.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Below are the teacher's assessments for the end of year 2 and the end of year 6. We have compared this with September's baseline.

Year 2**Sept Baseline 2021**

<i>Reading ARE+</i>		<i>Writing ARE+</i>		<i>GPS ARE+</i>		<i>Maths ARE+</i>	
<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>
22%	18%	21%	34%	32%	47%	26%	34%
<i>Difference +4%</i>		<i>Difference – 13%</i>		<i>Difference – 15%</i>		<i>Difference – 8%</i>	

Summer 2021

<i>Reading ARE+</i>		<i>Writing ARE+</i>		<i>GPS ARE+</i>		<i>Maths ARE+</i>	
<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>	<i>PPG</i>	<i>Non PPG</i>
53%	47%	47%	38%	47%	38%	53%	44%
<i>Difference +6%</i>		<i>Difference +9%</i>		<i>Difference +9%</i>		<i>Difference +9%</i>	

Year 6

September Baseline 2021

Reading ARE+		Writing ARE+		GPS ARE+		Maths ARE+	
PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
25%	33%	60%	79%	67%	85%	80%	88%
Difference – 8%		Difference -19%		Difference – 18%		Difference -8%	

Summer 2021

Reading ARE+		Writing ARE+		GPS ARE+		Maths ARE+	
PPG	Non PPG	PPG	Non PPG	PPG	Non PPG	PPG	Non PPG
73%	91%	60%	88%	67%	91%	80%	88%
Difference – 18%		Difference – 28%		Difference – 24%		Difference -8%	

Attendance of Pupil Premium Children

Winterton Infants School: 89%

Winterton Junior School: 90%

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
Times table rock stars	Maths Circle Ltd.
Numbots	Maths Circle Ltd.
Purple Mash/Serial Mash	2Simple
Reading Bug Club	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention with a focus on phonics. Support given to pay for Robin wood visit in year 6.
What was the impact of that spending on service pupil premium eligible pupils?	Progress of children monitored at the end of every term and discussed in termly pupil progress meetings.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.