

## 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 (including nursery): 149 Juniors: 208
Proportion (%) of pupil premium eligible pupils	Infants (including nursery): 29 (19%) Juniors: 84 (40%)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
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	£183,620 Infants: £52,380 Juniors: £131, 240
Recovery premium funding allocation this academic year	£9,643

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	£193,263

# Part A: Pupil premium strategy plan

## Statement of intent

### **To be the Beacon for Learning**

“The teaching of your word is light, so everyone can understand”

(Psalms 119:130)

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

<p>Continue to raise % pass rate for pupils eligible for Pupil Premium grant in Yr 1 phonic screening and Yr 2 re-sits.</p>	<p>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.</p>
<p>Build resilience and self-esteem for identified pupils.</p>	<p>All pupils, including PPG Pupils, have resilience and improved self-esteem and the ability to rise to the challenge of 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: £102, 290

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 &amp; marking across the school for all pupils. SLT to provide CPD opportunities for teachers. TAs used to cover SLT's classes.</p> <p>(£15,684.00)</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>(£38,211.00)</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>

<p>Year group 4 and 5 split into smaller classes.</p> <p>(£48,395)</p>		
<p>Same day Maths interventions.</p> <p>(No extra cost)</p>	<p>Data from previous years show that individual and small group intervention makes a positive impact on pupils reading and basic maths skills.</p>	<p>1, 2</p>
<p>To foster a love of reading for pleasure</p>	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p> <p>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).</p> <p>Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).</p> <p><a href="#">reading_for_pleasure.pdf</a></p>	<p>1, 2, 3</p>
<p>Resource, train and provide, regularly assessed, targeted groups using RWI to secure stronger, more focussed phonics teaching.</p>	<p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>The EEF teaching and learning toolkit states that teaching phonics can boost attainment by 5 months.</p>	

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

Budgeted cost: £54606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 speech and language intervention / therapy</p> <p>7.5 hrs per week</p> <p>36 weeks and communication team meeting attendance</p> <p>7.5 hrs</p> <p>£4290</p>	<p>EEF Teaching and Learning toolkit highlights that Early years interventions can boost attainment by 5 months.</p> <p>The Early Years Toolkit states that communication and language approaches have a very high impact and can boost attainment by 6 months.</p>	<p>2, 4, 5</p>
<p>Phonics intervention.</p> <p>2 Infant TAs afternoon salary - £16577</p> <p>Junior TA afternoon salary - £8649</p>	<p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p> <p>The EEF teaching and learning toolkit states that teaching phonics can boost attainment by 5 months.</p>	<p>1, 2, 4</p>
<p>Tutoring</p> <p>(£21,038)</p>	<p>The EEF states that 1 to 1 tuition has a high impact and can boost attainment by 5 months.</p>	<p>1, 4</p>
<p>Extra adults employed to support with ensuring guided reading groups are small.</p> <p>£1762</p>	<p>The EEF suggests small group tuition has a +4 month impact on attainment of disadvantaged pupils.</p>	<p>1, 2</p>
<p>Times table rock stars</p>	<p>Maths coordinator conducted a research project and found that</p>	<p>1, 2, 3, 4</p>



£152.00 Numbots	multiplication facts are considered essential for progress in Maths (Elkins, 2002; Howell and Nolet, 2000; Kilpatrick et. al, 2001; Norbury 2002).	
£170.00 Purple Mash		
£1,968.00	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.	

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

Budgeted cost: £37,447

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 barriers to learning are addressed.  Learning mentor 0.5 £7509  Learning Mentor £12,147	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 emotional learning improves learning by 4 months.	3, 6
Careers Day for all year 2 pupils at WIS	Liz Reece reports on a study undertaken where 7 urban local authorities across England assessed the impact of careers days on	5

and to all pupils at WJS.	<p>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>Enrichment opportunities – subsidy of educational visits including residential.</p> <p>£1,500</p>	EEF research states projects based on a fun day out can boost writing skills by 9 months.	1, 5
<p>Enrichment opportunities – subsidies for taking part in Music Big Sing and playing musical instruments.</p> <p>£2,736.00</p>	EEF research states that arts participation can boost attainment by 3 months.	5
<p>Free Fruit (Juniors)</p> <p>£1,800</p>	As part of our wellbeing and healthy eating agenda, it was felt that children needed to be provided with a healthy snack.	6
<p>Robust monitoring / family support / letters to parents / home visits</p> <p>£8,905.00</p>	In school research shows that completing this robust monitoring has resulted in attendance improving and is now above the national average.	3, 6
<p>School uniform and resources provided for all pupils including PPG pupils.</p>	As part of the Poverty Proofing ethos, it was felt that support with school uniform would benefit the self-esteem of pupils living in poverty.	3, 5, 6

<p>£500 allocated to cover the cost of PE kits, stationary.</p> <p>£200 allocated to cover the cost of a school jumper or cardigan for those who newly qualify for PPG.</p>		
<p>Bagels (£2150.00)</p>	<p>Research from the NSBP says providing breakfast has noticeably improved pupil's attitudes and punctuality in the mornings. It also goes on to say that several pupils who find the school day challenging are more likely to attend school and suggests that overtime there will be notable improvement especially for these pupils. It has also been shown that there is an improvement in behaviour and children's focus when they have breakfast provided.</p>	<p>6</p>

**Total budgeted cost: £ 194,343**

## 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 to 2023 academic year.

Below is the end of key stage data for year 2 and year 6.

#### Year 2

##### Summer 2023

Reading ARE+		Writing ARE+		Maths ARE+	
PPG (16)	Non PPG (34)	PPG (16)	Non PPG (34)	PPG (16)	Non PPG (34)
63%	79%	44%	65%	69%	79%
Difference -16%		Difference -21%		Difference -10%	

#### Year 6

##### Summer 2023

Reading ARE+		Writing ARE+		GPS ARE+		Maths ARE+	
PPG (28)	Non PPG (45)	PPG (28)	Non PPG (45)	PPG (28)	Non PPG (45)	PPG (28)	Non PPG (45)
68%	84%	68%	84%	75%	82%	64%	82%
Difference - 16%		Difference – 16%		Difference -7%		Difference -18%	

Looking at the National Average from 21-22 (National Average for 22-23 yet to be released), all KS2 outcomes for PP children were above the PP national average. Reading was +6% higher, Writing was 13% higher, Maths was 19% higher.

Because there is still a gap between PPG and Non PPG in English, discussions with the English team have led to strategies being developed to encourage reading for pleasure (see evidence in strategy statement).

All children were closely monitored and discussed during pupil progress meetings to ensure expected progress or better. Timely interventions were used to support individual children. The School-Based Tutor had positive impact across the entire Federation with pupil premium children making good or better progress.

#### Attendance of Pupil Premium Children

Winterton Infants School: 92.6% compared to 91.3% nationally (+1.3)

Winterton Junior School: 92.7% compared to 91.3% nationally (+1.4)

Due to the robust monitoring of the attendance team, our pupil premium attendance figures are above the national average.

## 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.*