

Pupil premium strategy statement – Winkleigh Primary School

This statement details our school's use of pupil premium (and recovery 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	182
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	23/24 onwards 3 years
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	V Fenemore
Pupil premium lead	
Governor / Trustee lead	W Slocombe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40485
Recovery premium funding allocation this academic year	£4205
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£44690

Part A: Pupil premium strategy plan

Statement of intent

The Federation uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our children eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of these students so that they reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Maintaining high levels of attendance and punctuality.
2	Narrowing the attainment gap between some disadvantaged pupils and their peers, particularly challenging in Key Stage 2, where children missed periods of time in school due to lockdown.
3	Developing and improving speech and language skills.
4	Safeguarding children following lockdowns and limited support.
5	Ensuring that children are maintaining a healthy lifestyle, mentally, physically and socially.

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
High levels of attendance and punctuality.	Children are attending school regularly and on time – 95% attendance.
Narrowing attainment gap.	End of year assessment data shows progress (standardised scores).
Developing speech and language skills.	Children will be able to speak articulately, pronouncing a growing number of speech sounds correctly.
Safeguarding	School supports children and families. Monitoring trends on CPOMS.

Healthy lifestyle	Fewer referrals to CAMHS, children exhibit signs of a healthy lifestyle. Monitoring trends on CPOMS.
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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: £ 15,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD as part of weekly teachings staff meetings and half termly TA meetings. Addresses and reviews strengths and weaknesses in targeted support for closing the gap for disadvantaged children. CPD also on behaviour management and safeguarding regularly provided.	Education Endowment Fund Data indicates need. Monitoring of CPOMS incidents to monitor trends in behaviour, safeguarding and attendance.	1, 2, 3, 4, 5
Teachers continue to line manage their TA support staff to ensure targeted provision is provided where necessary. This leads to in-class interventions, pre-teaching and close monitoring.	Whole school ethos. Education Endowment Fund.	2, 3, 4, 5
Daily use of running track, children aiming for daily mile. 1.5 hrs (KS1) and 2 hrs (KS2) of PE per week.	NHS Active lifestyles EEF	5
HLTA support across KS2 to ensure high-quality catch-up is in place.	EEF Support staff provision regularly reviewed.	2, 3

Teacher analysis of data and reports to parents, 3 times a year. Maintains regular communication with parents and opportunities to review progress. Regular communication regarding attendance targets and percentages.	Teacher analysis of data. Attendance reports.	1, 2, 3
SIP linked to data and targeted provision.	Data driven	2, 3

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

Budgeted cost: £29,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading	Teacher toolkit	2, 3
Nessy	Recommended / diagnostic	2, 3
Bug club	Recommended / diagnostic	2, 3
Nuffield early intervention language	DfE intervention	3
Babcock teaching sequences	Devon Education Services	2, 3
Lego therapy	Recommended / diagnostic	2, 3, 5
Meet and greet for all children, enhanced for targeted children.	Reducing anxiety, secure and safe start to the day.	1, 4, 5
Jump start Johnny	Positive effect on learning	2
Speech and language therapy	Early intervention	2, 3

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

Budgeted cost: £1,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wrap around care provided by school.	Supports attendance and healthy lifestyle with good start to the day.	1, 4, 5
SLT time for early help intervention and referral	Devon's approach regarding support for families.	1, 4, 5
Whole school restorative behaviour approach, BEECON programme.	EEF – social and emotional learning have positive impact equivalent to 4 months.	2, 4, 5

Total budgeted cost: £ 47,011

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our usual expectations, however they continued to make good progress despite transitioning between online and in-person learning as a result of COVID-19 lockdowns. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 2.5% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

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

Programme	Provider
Jump start Johnny	Jump start Johnny
English Teaching Sequences	Devon Education Services
Bug Club	Active Learn
Nessy	Nessy Learning