

## 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	Wincle CE Primary
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 through to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	FGB of Wincle School
Pupil premium lead	Mrs Sarah Smith, Headteacher
Governor lead	Miss Carry Sharpley, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345
Recovery premium funding allocation this academic year	£1175
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	£2520

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Winkle School creates an enriching and outstanding rural education, nurturing the whole individual: body, mind and soul, inspiring rounded, happy, courageous children who shine in all that they say and do, exhibiting a passion for learning, a confident faith, a loving concern for community and an inclusive respect for all. *Those pupils in receipt of pupil premium are no exception.*

We aim for:

\*Our pupils to be emotionally secure and ready to access the teaching and learning in school. Pupils’ emotional needs are of the upmost importance and we aim for our pupils to be confident to discuss their emotional wellbeing and understand how it affects their ability to learn.

\*A continued improvement of the progress of children in receipt of FSM’s in reading, writing and maths so that they make at least the same progress as those children who are not in receipt of FSM.

*\*All pupils to be given a wide variety of experiences to develop their cultural capital: access to extracurricular activities, educational visits etc.*

Principles:

\* We ensure that teaching and learning opportunities meet the needs of all the pupils

\* We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

\* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

\* We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

\* Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving our aims:

The range of provision the Governors consider making for this group include and would not be limited to:

- \* Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- \* Use of additional tutor sessions
- \* Additional teaching and learning opportunities provided through trained LSAs or external agencies
- \* All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- \* Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- \* Transition from primary to secondary and transition internally and into EYFS.
- \* Additional learning support.
- \* Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- \* Support the funding of specialist learning software.
- \* To extend PE provision
- \* To allow the children to learn a musical instrument.
- \* Behaviour and nurture support during lunchtimes by providing activities to engage and promote Wincle's values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Low attendance has led to gaps in knowledge
2	Social, emotional and mental health
3	Maths – reasoning and applying
4	Poor writing stamina and inconsistent SPAG skills
5	Attendance at extra-curricular events
6	Parental Involvement

## 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
Pupils have a positive emotional health and wellbeing	Pupils can focus on teaching and learning
Progress in reading	At least four steps of progress is made in reading over the year 2021-2022
Progress in writing	At least four steps of progress is made in writing over the year 2021-2022
Progress in maths	At least four steps of progress is made in maths over the year 2021-2022
Improved attendance	Attendance is at least in line with the expected 96%

## 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: £1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD. £400	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Teachers will receive training in the teaching and assessing of writing with an English consultant.	4
SLT release to conduct monitoring activities. £1200	Continual improvement of the quality of the curriculum through lesson observation, book scrutiny and pupil voice	3, 4

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

Budgeted cost: £1755

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading resources. £1000	EY / KS1 Reading Books to ensure the books link to the school's phonics teaching and accelerate reading	1,6
TT Rock Stars subscription. £200	Continuation of practice of key skills ensures they are embedded and can be used fluently.	1, 6
Small group tutoring. £360	Opportunity to revise key skills. Opportunity for gaps in knowledge to be addressed.	1, 3, 4
Offer of free breakfast and social activities in Breakfast Club. £195	Children who are hungry do not perform as well	2, 5

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

Budgeted cost: £1148

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
My Happy Mind programme and training. £248	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum	2
Play Therapist. £600	Children who have additional needs associated with Social, Emotional and Mental Health need extra support to ensure they can access the curriculum	2
Residential costs. £300	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	2, 5
Parent workshops. £200	Positive parental engagement can support pupil progress and attendance	6

**Total budgeted cost: £4503**

## 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.

Attendance of child in receipt of PP from September 2020 to July 2021: 87.69%									
Subject	Autumn Term 2020			Spring Term 2021			Summer Term 2021		
	PP child	Non-PP child	Gap	PP child	Non-PP child	Gap	PP child	Non-PP child	Gap
Reading	+2	+2.2	-0.2	+2	+2.4	-0.4	+1	+1.7	-0.7
Writing	+2	+2.1	-0.1	+1	+0.9	+0.1	+5	+3.1	+1.0
Maths	+2	+1.4	+0.6	0	+1.1	-1.1	+5	+2.7	+2.3

### 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
Bug Club	Pearson
TT Rock Stars	Maths Circle LTD
Purple Mash	2 Simple

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	



## 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.*