

Pupil premium strategy statement- Year One of Three

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Winterbourne Earls CE Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	7% PPG 27% Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Philippa Carter
Pupil premium lead	Helen Rawson
Governor / Trustee lead	Andy Munns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800 PPG £17,000 SPG £5140 AfC
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	£36,940

Part A: Pupil premium strategy plan

Statement of intent

At Winterbourne Earls Primary School we provide a nurturing, inclusive culture, where we are actively committed to ensuring all of our pupils are able to experience success both emotionally and academically. The staff ensure the learning opportunities we provide meet the needs for all those eligible for the Pupil Premium Grant, tailoring the offer to each child. In order to ensure they flourish, our intention is to provide a personalised approach by getting to know each individual's needs, possible barriers to learning and family context. We aim to work collaboratively with parents and carers, recognising the importance of positive home-school partnerships.

We will actively seek to identify and then eradicate any barriers to learning, aiming to narrow any attainment gaps between disadvantaged and non-disadvantaged learners and improving the personal development of all.

Our aim is to provide the highest quality teaching experiences with staff training and consistency of offer across the school a top priority. We seek to enhance our offer for our disadvantaged learners with an ambitious vision providing the highest quality memorable learning experiences for all.

We recognise the importance of providing the emotional and pastoral support essential for all to thrive, with our disadvantaged children's wellbeing always central to our provision.

As a school community, we actively prioritise the needs of all pupils facing challenging circumstances, recognising that not all these pupils are registered for the Pupil Premium Grant and we reserve the right to include these vulnerable pupils within our planning for our allocated funding.

Pupil Premium funding will be allocated following a needs analysis identifying priority classes, groups or individuals. Discussions regarding the progress, attainment and success of any intervention programmes for our individual disadvantaged learners will be prioritised at pupil progress meetings and through regular scheduled meetings with our Governor for disadvantaged learners. Provision is monitored regularly and adapted where needed to best meet pupils' needs.

We have an ambitious vision for each of our disadvantaged pupils and strive to instil high aspirations for the future. We provide an exemplary transition programme so that our disadvantaged learners can build on their solid foundations and continue to flourish on their learning journey at secondary school.

Our Disadvantaged Learner lead and Year 6 teacher is released to provide a personalised one to one tuition programme for our 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	To ensure attainment at KS2 is the same for disadvantaged learners as non-disadvantaged learners
2	To raise standards in reading in KS1 and KS2 and phonics in KS1
3	To further develop language development
4	To encourage high aspirations for the future
5	To establish a clear culture of self-belief, positive learning behaviours and wellbeing

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
Rates of progress are improved for all disadvantaged learners in every class	School data indicates accelerated progress
Attainment at KS1 and KS2 is above National average for all DL in Reading, Writing and Maths	The gap between disadvantaged and non-disadvantaged pupils is monitored regularly and narrowed by the end of each academic year Impact of disruption due to Covid-19 on individual children is identified and addressed Targeted intervention programmes have impact
The development of the language of Disadvantaged Learners by the end of EYFS is in line with their peers All pupils are able to read fluently and comprehension skills improve across the school	Many opportunities provided for developing Speaking and Listening within continuous provision with early intervention given and collaboration with parents prioritised Daily reading with DL prioritised Results achieved by year end: Y1 Phonics: 90% Exp KS1 Reading: 85% Exp + KS2 Reading: 85% Exp+

<p>Disadvantaged learners are given the highest priority in the acquisition of phonics</p> <p>Focus on vocabulary acquisition in each class ensures all pupils have exposure to a wider range of complex words which will enable them to access more complicated texts and books</p>	<p>Evidence of early intervention in phonics impacts the child's progress in reading</p> <p>Phonics lesson planning is progressive, cohesive and effective across EYFS and KS1 with close monitoring and same day interventions a priority</p> <p>Pupils exposed to a wide range of vocabulary than they may experience at home and develop the ability to communicate effectively</p>
<p>Parental engagement further developed</p>	<p>Parents feel more confident in supporting children at home and benefits of effective home-school partnership recognised</p>
<p>Pupils' attitudes to learning and behaviour is excellent</p>	<p>Children's wellbeing needs seen as a priority with regular support from Disadvantaged Lead and ELSA</p> <p>Children engaged by the curriculum on offer leading to excellent attitudes to learning</p>
<p>Resilience is seen to have impact on learning</p>	<p>Children's self-esteem and confidence progresses through encouraging pupils to focus on own preferred learning strategies</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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics sustained ALL TAs to be released to work with small groups for phonics 3X a week	Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Phonics, EEF)	1,2,3,4,5
Access to high quality reading resources. Purchasing class sets of high quality texts with resources to improve teaching of them. Purchasing age appropriate high quality texts for pupils to access.	Children who have access to high quality, age appropriate texts develop better literacy, emotional and communication skills (EEF)	1,2,3,4,5
Develop oracy in maths and to develop a variety of resources for teaching maths rather than just White Rose.	National Centre of Excellence evidence-based approaches and Maths Hub recommendations. (Improving Mathematics in Key Stages 2 and 3, EEF)	1,4,5
Purchasing of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. (Standardised tests/ Assessing and monitoring Pupil Progress EEF)	1-5
Resources to support QFT such as memberships to Professor Assessor.	EEF states that effective feedback is vital for pupils to progress. Having access to up to date assessments, specific approved resources will have a positive impact on QFT.	1-5
CPD for all teachers into Quality First Teaching. Regular monitoring of impact of QFT and interventions for all groups	Constant reflection, monitoring and improvement of our teaching practice ensures that pupils make good progress. (EEF)	1-5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual DL Tutoring and recovery tuition. Using the DL Lead teacher.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils. (One to One tuition: EEF)	1-5
Additional reading and phonics for the bottom 20% of pupils.	Further reading/ vocabulary support for lowest 20% makes significant impact. (Ofsted)	1-5
Additional TA support for structured interventions (including ELSA support when needed)	Once key areas have been identified by teachers, TAs can be directed to support those that need it.	1,2,3
Teacher led intervention groups.	Small group or 1:1 tuition to target specific gaps is an effective method to support progress and attainment. (EEF)	1-5

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

Budgeted cost: £11940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing our Affordable Schools programme	County wide strategy which has been developed by many DL experts	1-5
Funding for trips, music lessons, swimming	DfE guidance on the wider strategies outline here is informed by engagement with schools.	1,4,5
Internet Safety visitor	Growing importance to keeping our children safe and confidence on line	5
Residential Visit costs	Further development of wider opportunities to ensure that the DL pupils get every opportunity available.	4,5
ELSA hours/ CPD training for adults	There is lots to evidence supporting the fact that children learn better if their emotional needs are met. (EEF)	1-5

Service Children ELSA/ Events	There is lots to evidence supporting the fact that children learn better if their emotional needs are met.(EEF)	1-5
Another visit especially for PPG/ SPG pupils	DfE guidance on the wider strategies outline here is informed by engagement with schools.	3-5

Total budgeted cost: £ 31790

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.

Part B: review of outcomes in the previous academic year 2022-2023

Impact Statement

Impact is measured by looking at our key challenges and to what extent our selected activities have achieved our desired outcomes.

We look at active ingredients and their impact on our pupils when evaluating success.

We look at four strands when considering the impact our strategy has had on the progress and outcomes of our disadvantaged pupils.

1. Culture and ethos changes: staff acquisition of new knowledge and expertise
2. Implementation evaluation: staff use of new knowledge and expertise
3. Implementation evaluation: organisational support
4. Impact on pupils as learners (academic, social and emotional)

CHALLENGE 1: To ensure attainment at KS2 is the same for disadvantaged learners as non-disadvantaged learners

Culture and ethos changes: staff acquisition of new knowledge and expertise

Subject Leaders attended CPD and then led staff meetings to train our staff.

All TAs trained as readers/ scribes for the KS2 SATS papers to support those that needed it. Year 6 TA remained in Yr 6 to support pupils. Year 6 class TA now has excellent subject knowledge, understanding of common misconceptions and skills to support and teach targeted interventions bespoke to individuals.

Deputy Head moved to Year 4 to develop the process of the Multiplication Tables Check.

Implementation evaluation: staff use of new knowledge and expertise

Targetted interventions developed and use of 'Fix it Wall' to help pupils identify where their own gaps were.

Year 4 Multiplication Tables Check- developed staff to ensure clear tracking and interventions. Interventions groups developed and carefully monitored across KS2.

Implementation evaluation: organisational support

Regular Pupil Progress Meetings, close monitoring and support from Maths and English Lead Teachers enabled PPG pupils' progress to be monitored by a team providing useful insights and timely next steps.

Experienced teachers in Year 4 and Year 6 to support two new KS2 teachers.

Impact on pupils as learners (academic, social and emotional)

1 PPG pupils sat his KS2 SATS tests: made significant individual progress in all subject areas. met Expected Level in all areas of the curriculum

Two PPG pupils in Year 5 made significant progress in all areas of the curriculum- both pupils explored with DL leader possibilities of secondary schools. One chose to sit the 11+ for Grammar school. DL leader to continue to help prepare pupil for the test and to contact admin team.

Year 4 PPG pupil made secure progress in all areas of the curriculum and passed MTC.

Year 3 PPG pupils (X4) All made good progress in all areas. Two were expected in all areas of the curriculum at the end of the year and other two had mad significant progress and were at expected for Reading.

These pupils were inline with others in their cohorts.

Next steps

- Keep a focused eye on Year 5 PPG students as they progress into Year 6- they are likely to be able to achieve GD so might need support for 11+.
- Two pupils coming into Year 3 in 2024 will need extra support to meet expected.
- Focus on all PPG pupils MTC

CHALLENGE 2: To raise standards in reading in KS2 and phonics in KS1

Culture and ethos changes: staff acquisition of new knowledge and expertise

NPQTL: undertaken by Year 1 teacher who significantly developed and led our change in phonics program to Little Wandle. She led staff training ensuring that EVERY member of the teaching staff had the training irrespective of the year group they worked with.

English Leader developed our Reading Skills for progression through the school using 'Reading Dogs' that represent each skill.

Implementation evaluation: staff use of new knowledge and expertise

Phonics- Little Wandle Scheme embedded across KS1.

English Lead teacher re-established the library area and closer monitoring of reading comprehension through the regular use of NTS Reading tests for each year group.

Implementation evaluation: organisational support

Phonics and English Lead worked together to ensure consistency across the school and to carefully evaluate the new phonics program to ensure it was right for our school. Phonics Leader liaised closely with Governors and worked diligently to ensure that whole school community was confident and invested.

Impact on pupils as learners (academic, social and emotional)

- Phonics Screening 91% Phonics achieved in Year 1 with Phonics Catch up in place for those moved to Year 2.
- PPG pupils in Year 1/ Year 2 much more confident to read and share their books and so able to engage more with other aspects of the curriculum.
- KS2 SATS Reading results showed good progress with the PPG pupil getting GD
- Year 5 PPG pupils were given 1:1 GD challenge reading time with DL tutor. Both achieved GD at end of Year 5 for reading.
- The termly reading testing using NTS was calibrated against Year 6 Reading SATS scores demonstrating that it was inline with what we are needing our pupils to achieve at the end of KS2. Each class trialed it this year so has been familiar with sitting a more formal reading assessment.
- Lowest 20% of all readers were heard to read 3X a week.

Next steps

- To sustain the phonics scheme and ensure that the Year 3 teacher is up to date with the Little Wandle training so that their CPD is developed and inline with the pupils

- To further engage pupils by developing a significant event for our Book Week to immerse our pupils.
- To continue carefully scrutinise the engagement of PPG pupils and their reading involvement and to act swiftly when reading at home drops off. Eg to introduce Reading Buddies with the Year 6 Librarians where needed.

CHALLENGE 3: *Missed language opportunities for our PPG children during COVID lockdown is still having a negative impact on oral language skills and vocabulary development.*

Culture and ethos changes: staff acquisition of new knowledge and expertise

Quality First Teaching Staff Meetings have focused on the importance of vocabulary. DL Leader (completed NPQSL) lead staff meetings on the importance of developing vocabulary in each subject.

Implementation evaluation: staff use of new knowledge and expertise

Key vocabulary for all subjects is highlighted and explicitly taught in lessons. New vocabulary that pupils struggle with is being explained at point of teaching. Knowledge organisers and key vocabulary in specific subjects are being shared and discretely taught.

Implementation evaluation: organisational support

RE and Science Leaders have created knowledge organisers for each unit with key specific vocabulary. DL Tutor has used much of the tutoring time to give the pupils time to talk and discuss their learning – developing language and explaining any terminology that is in their books that they need a second explanation of.

Impact on pupils as learners (academic, social and emotional)

PPG pupils are more articulate in discussing their learning as it is becoming part of the pattern of the tutoring sessions. They are more confident in asking about things that they have struggled with in class as well as being in enthusiastic in their dialogue about lessons that have gone well.

Year 4 and 6 demonstrated that vocabulary focus words were being consciously included in their written work as they were able to highlight them at the point of editing.

Next steps

- Pre-teaching of key vocabulary for children with additional language needs.
- Develop oracy in maths ensuring that discursive questions (eg Always, Sometimes, Never.../ Odd one out / True or false) are being used in lessons.

CHALLENGE 4: To encourage high aspirations for the future

Culture and ethos changes: staff acquisition of new knowledge and expertise

Eco- Week training.

Two members of staff undergoing NPQs and another completing ECT; meant a shared understanding and drive of the need to promote aspirations in our pupils.

DL Lead attending DL courses.

Any staff CPD.

Implementation evaluation: staff use of new knowledge and expertise

Development of our School Council. Pupils actively involved in aspiring to improve our school.

Sporting Events- all KS2 PPG pupils represented the school in at least one sporting event.

School's event of Figsbury challenge completed by 50% of PPG pupils.

KS1 had a series of visitors in from local water board to the fire brigade.

KS1 took the two classes on a local bus into town to complete a series of challenges.

Implementation evaluation: organisational support

FOWES financially supporting events that promote high aspirations

English Lead scrutinised the Class Texts being used to ensure that a range of people were represented as protagonists.

Weekly 'Picture News' have been shared with all classes.

Worships include aspirational messages and visitors.

Impact on pupils as learners (academic, social and emotional)

Pupils have started to discuss the world around them more and are keen to think about things that they would like to be involved in.

Next steps

- Explore the possibility of taking a trip of PPG to Kidzania to experience different types of employment?
- Keep finding opportunities for pupils visit other places, experience new things.
- DL Leader to take a staff meeting discussing that we have to assume that some of our pupils have no experience of things we take for granted- this point needs to be understood by ALL staff.
- Create a passport of activities that we would like ALL pupils to have experienced before they leave us in Year 6.

CHALLENGE 5: Assessments, observations, and discussions with pupils, parents and carers show that we continue to have some children needing additional support to build resilience, self-belief and engagement to move forward in their learning and ensure a positive wellbeing. This was due to partial school closures during COVID-19 and also other external factors.

Culture and ethos changes: staff acquisition of new knowledge and expertise

Restorative Practice training for ALL staff.

Music lessons, subsidising school trips, external club sessions (sports clubs) have been put in place – this has increased engagement at school.

New ELSA has completed her training ELSA supervision -> ELSA sessions now taking place and original ELSA returning part time.

Implementation evaluation: staff use of new knowledge and expertise

Staff are more aware of how to support children both through targeted work, but also within the classroom environment. Training sessions have ensured our ELSA understands how to support our vulnerable children.

Implementation evaluation: organisational support

- We have held parent workshops with a Parenting Professional and thought creatively of how to maximise participation through providing creche facilities, timings of the meeting and individual invitations.
- Staff have held workshops for parents to help them support their child's learning. Target PPG parents have been individually invited to separate 1:1 meetings to ensure that they have felt welcome and included when it might have felt daunting. All PPG parents attended the workshops across all year groups. We believe we have a range of targeted interventions to support our most vulnerable children, and know which external agencies to contact for further support.
- A School Chaplain (through The Bridge Project) has been instrumental in supporting our pupils. She has made a significant impact on individuals who need this extra support as she works with individuals or groups that need it.
- The Deputy Headteacher and Computing Lead Teacher led a parent session inviting social workers and secondary school teachers to discuss the importance of internet safety so that we can support our pupils to interact safely and confidently online.
- Involvement with the EP when individuals have needed it.
- Wrap around care club staff have an excellent rapport with our pupils, ensuring that they are developing their resilience, self-belief and well being through appropriate personal discussions, carefully chosen activities which are driven by the pupils and opportunities to work with other children trying something new. The club staff are members of the school team so there is a three way flow of important information (Parents, Teaching staff and Wrap Around Club Staff).
- Head Teacher's Hot Chocolate events – pupils are invited (nominated by their Class Teachers) to share their positive moments from the week.
- Careful transition to secondary schools to ensure a continuation of care and a confidence in our pupils.

Impact on pupils as learners (academic, social and emotional)

Teachers are confident to support children in class.

ELSA deployment is effective and the original ELSA has been returning to work providing even more support. Recommendations from the EP are in place and progress for these children is positive.

Next steps

- Internet safety sessions for pupils, teachers and parents to further the continual message that we are sending out.
- Continue to embed the good work that all members of staff are doing to develop resilience, self- belief and well- being. Ensure that this does not ever get forgotten. Continue to proactively find opportunities to do this.

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
Disadvantaged Learners Matter	Right Choice, Wiltshire Council
Making it Happen Course	Right Choice, Wiltshire Council
Affordable Schools conference	Right Choice, Wiltshire Council

