

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 | Winterbourne Earls CE Primary School |
| Number of pupils in school | 187 |
| Proportion (%) of pupil premium eligible pupils | 5% PPG 18% Service |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Philippa Carter |
| Pupil premium lead | Helen Rawnson |
| Governor / Trustee lead | Claire Jost |

Funding overview

| Detail | Amount |
|---|---------------------------|
| Pupil premium funding allocation this academic year | £12,105 PPG £5,270 SPG |
| Recovery premium funding allocation this academic year | £2,000 |
| School led tutoring | £1,215 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| COMF | £ 1,880 |
| 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 | £22,240 |

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+ |

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| <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: £ 11 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| CPD for Disadvantaged Learner Lead | LA training based on EEF principles | 1-5 |
| Maths Mastery and lesson design approach led across the school to enhance maths teaching in every classroom. | National Centre of Excellence evidence-based approaches and Maths Hub recommendations. (Improving Mathematics in Key Stages 2 and 3, EEF) | 1,4,5 |
| 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 |
| 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 |
| Purchase of phonics tracker to monitor progress in phonics to ensure stronger | Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Phonics, EEF) | 2,3 |

| | | |
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| phonics acquisition for all pupils. | | |
| Joint planning, liaison and provision of intervention between EYFS, KS1 and English Subject lead to ensure consistent phonics journey for children | Phonic approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. (Phonics, EEF) | 2,3 |
| Resources to support QFT such as memberships to Professor Assessor, Times Tables Rockstars and NumBots | 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 |
| 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: £ 7000 (to include £2000 Recovery Premium and £1,215 School Led Tutoring premium)

| 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 the lowest 20% makes a significant impact. (Ofsted) | 1-5 |
| Additional TA support for structured interventions | Once key areas have been identified by teachers, TAs can be directed to support those that need it. | 1,2,3 |
| Additional staffing for recovery tuition including 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 |

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| Specialist Speech and Language programmes in Early Years and KS1 support language acquisition | Investigating the role of language in children's early educational outcomes DFE Research Report DFE-RR134 | 3 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Funding for trips, Braeside courses, music lessons, swimming | DfE guidance on the wider strategies outline here is informed by engagement with schools. | 1,4,5 |
| Whole staff training on Restorative Practice for behaviour management with the aim of improving behaviour across the school. | Universal approaches can have positive overall effects (Behavioural interventions/EEF) | 4,5 |
| 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. | 1-5 |

Total budgeted cost: £ 22,240

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.

Internal assessments using previous SATS and Teacher Assessments were made in 2020-2021. These assessments suggest that whilst Year 6 pupils achieved their expected (or greater) attainment and made good progress, the gap in the other disadvantaged pupils was larger than in the previous year.

Due to continual monitoring of the progress of the pupils during the first lockdown, the dip in progress was identified early. Therefore, all disadvantaged learners were invited in for the subsequent closures. There will be half termly review meetings in place for 2021-22 with disadvantaged learners' progress being closely examined.

Our assessment for the reasons for these outcomes is that disruption due to Covid-19 was the main factor. It caused far reaching effects into the pupils' lives affecting them more keenly than many others. Our primary focus was to ensure that their basic and emotional needs were met and as such the pupils were able to receive good pastoral support as well as home learning 'packs' (which included laptops) during the first lockdown to ensure that they could access what was being delivered by the teachers. Engagement of the learners and their families was supported by regular contact with the ELSA, Class Teacher and Headteacher during the school lockdowns. It was apparent that, although some of our disadvantaged pupils were doing alright at home, they would all benefit from being in school for the other two school closures. This meant that the impact on the pupils' learning was lessened as they had daily structure, face to face help with their learning and their mental health could be supported.

Four pupils were able to participate in the residential trip to Braeside funding through wider strategies objective and we ensured that many of the other wider opportunities (eg music lessons) were able to continue throughout the year.

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 |
| Pockets of Poverty | Right Choice, Wiltshire Council |

Service pupil premium funding (optional)

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | <p>All the Service Children were highlighted in class lists at the start of term. During lockdowns, their family needs were prioritised, with any vulnerable Service Children invited in and laptops provided where needed. Supported by the Head and the ELSA team, the wellbeing of these children was at the forefront, ensuring we provided stability and through the most appropriate avenues, the best opportunity to succeed academically. A number of our Service families with parents able to work from home preferred to support their children with home learning. Paper copies were delivered to families by the Head, enabling informal catch up with parents, and phone calls were made on a regular basis to monitor family wellbeing. Any children moving schools through posting were given extra support in transition, some with additional assessments brought forward to help the new school in understanding individual needs. The ELSA team, SENCo and Head were all involved in the support of those children highlighted as needing additional pastoral care through transition to both to the next year group or next school.</p> <p>All children new to the school received 1:1 support on arrival from the ELSA team and were supported in settling in to the new environment.</p> <p>The Bourne Forces programme was reinstated by the ELSA team following the long term sickness absence of the Pastoral Lead. A KS2 TA recognised as key in supporting mental health and wellbeing in her class was given the role of Bourne Forces Lead and the responsibility of planning a new programme for the academic year 2021-2022. She was released to plan the programme in conjunction with other ELSA practitioners, the Head and liaising with the pastoral lead.</p> |

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| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>Service children's needs were highlighted and individual programmes set up. Children were settled and supported both at home and in school with their learning. Parental engagement was good, with parents appreciating the offer of places in school where they received small group teaching and accessed 1:1 ELSA support. Those able to learn from home received priority teacher feedback and wellbeing support through teacher phone calls, Zoom 'check ins' and phone calls from the ELSA team and Head where needed.</p> |
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