

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	The Winchcombe School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	13% (60/472)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Kate Betts
Pupil premium lead	Mark Taylor
Governor / Trustee lead	Derek Peuple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,345
Recovery premium funding allocation this academic year	£9,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£270
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	£110,330

Part A: Pupil premium strategy plan

Statement of intent

At The Winchcombe School, our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve across all curricular areas.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already above Age Related Expectations.

A central aim in our Pupil Premium Strategy is to ensure that high-quality teaching is evident across the school. We will focus closely on the areas that research suggests disadvantaged pupils find most challenging. Evidence shows that this approach has the greatest impact and benefits all children, not only those considered to be disadvantaged.

Our school's Pupil Premium Strategy will support our plan for education recovery. Plans for this will be based on robust assessment programs and will support children whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and consistent processes, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Further develop an ambitious curriculum that supports and challenges all learners
- Ensure disadvantaged pupils are challenged in their learning
- Develop task design to aid formative and summative assessment and feedback that ensures all our children's gaps are identified and closed
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve
- Further develop provision for SEND and PP pupils through use of teachers' adaptations in planning and during sessions, ensuring all SEND and PP pupils have the opportunity to think independently of an adult

- Further develop with all staff an evidence-informed approach and systems to teaching – looking at the impact of strategies on pupils’ long-term understanding.

Challenges

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

Challenge number	Detail of challenge
1	<p>Phonics</p> <p>Our assessments and observations demonstrate that pupil premium children entering in KS1 and sometimes KS2 have greater difficulties with phonics than their peers. This often negatively impacts their development as readers and writers.</p>
2	<p>Writing</p> <p>Internal assessments show that our pupil premium children are currently less likely to achieve the Expected Standard or above in writing by the end of KS2.</p>
3	<p>Emotional Resilience</p> <p>Our internal assessments (which include a wellbeing survey and observations and discussions with pupils and families by our Family Support Workers) have identified social and emotional issues for many pupils; self-esteem, attachment, anxiety and social difficulties are among these. These challenges particularly affect pupil premium children with their motivation and learning behaviours leading to a negative impact on their attainment.</p>
4	<p>Impact of school closures on attainment</p> <p>Our assessments and observations demonstrate that our pupil premium children have been impacted by partial school closures to a greater extent than our other pupils. This has been evidenced by the engagement of our Family Support Workers with our families during school closures.</p>
5	<p>Poor attendance of pupil premium children</p> <p>Monitoring shows that pupil premiums average percentage attendance is lower than the whole school average by 3%.</p>

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
What we want Disadvantaged Pupils to achieve?	How we are going to determine/measure success or steps towards success?
PP pupils to make expected progress in phonics. To monitor this this groups' phonics progress.	<ul style="list-style-type: none"> • All PP pupils to have passed the phonics screening check by end of KS1
PP pupils to achieve at least Expected Standard in writing.	<ul style="list-style-type: none"> • All PP pupils to achieve Expected Standard in writing by the end of KS1 and KS2 • Provide adult support to help children not making expected progress
Improvement in wellbeing and readiness to learn in all PP pupils.	<ul style="list-style-type: none"> • Less Family Support Working involvement during learning time • Observations of PP pupils in class show a willingness to 'have a go' • Increased involvement of PP pupils in extra-curricular activities
PP Pupils make accelerated progress in subjects where gaps are identified.	<ul style="list-style-type: none"> • PP pupils receive extra adult support in Reading, Writing and Maths • PP pupils make better progress as a result extra support • PP pupils achieve in-line with non-PP pupils in all subjects
To ensure that attendance for this group of pupils improves and is nearer to the whole school average.	<ul style="list-style-type: none"> • PP pupils' attendance will increase to be nearer the school average percentage • Family Support Workers will have regular contact with key families to enable strong communication

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: £45,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG lead and co-ordinator to monitor interventions, support teachers in the identification of gaps and the impact.	EEF high-quality teaching research report. This is essential so that we have a whole school overview of the challenges. All teachers are aware of the disadvantaged pupils in their class. Teachers can identify how best support their PP pupils.	1, 2, 3, 4
Inset day and staff development sessions. Development of high-quality teaching and learning behaviours through CPD, individual coaching and monitoring.	EEF state that CPD should be top priority for Pupil Premium spending. EEF high-quality teaching research report states that high-quality teaching helps every child.	1, 2, 3, 4
Teaching of phonics in KS1, focusing particularly on this group and provide additional interventions as needed.	The Rose Review emphasises the importance of the consistent, systematic and regular teaching of phonics.	1, 2, 3, 4
CPD opportunities for Teaching Assistants	EEF states that teaching assistant led interventions can be impactful but must involve training for those running the sessions.	1, 2, 3, 4

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

Budgeted cost: £42,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention and booster groups. Teaching by trained staff through evidence-based interventions. Pre-teaching for children that benefit from vocabularly support.	EEF research into high quality teaching and best interventions.	1, 2, 4

New Floppy Phonics scheme.	Investment into a new phonics scheme was taken to support Teaching and Learning Toolkit research that suggests that quality systematic synthetic phonics approaches have a positive impact on the development of early reading skills.	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for Family Support Workers</p> <p>Identification and early pastoral support for families and pupils including:</p> <ul style="list-style-type: none"> • Regular meetings with families • Coffee mornings • Regular emotional interventions and check ins with pupils during the school day <p>Liaising with external agencies to arrange additional support where needed for both families and pupils.</p>	<p>EEF state that parental engagement has a strong positive impact on progress. It is crucial to consider how to engage with parents to avoid widening attainment gaps. Schools should consider how to tailor school communications to encourage positive dialogue about learning.</p> <ul style="list-style-type: none"> • School based evidence over a number of years indicates that ELSA and Emotional Health Academy support has a positive effect on pupil's self-confidence and self-esteem. • EEF research shows that social emotional literacy-based interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. This can result in up to 4 months additional progress in attainment. • Evidence supported through this approach developed by Therapeutic Thinking national approach. 	3, 4, 5
Monitoring attendance by Family Support Workers. Identification and early support for families where attendance is an issue.	The Every Day Counts report states that every day of attendance counts and contributes to students' learning and that academic outcomes are enhanced by maximising attendance in school.	5
Breakfast Club, for charge for PP pupils. Pupils targeted and invited by Family Support Workers	The Magic Breakfast report in 2022 stated that hunger impacts attainment, attendance, and behaviour in class and that by providing a free breakfast club is a positive way for schools to tackle this.	3, 4, 5
Ensure PP pupils have access to educational visits and extra-curricular activities. For example, this year: Residential trips year 6 and year 4, Greatwood Horse Therapy, Swimming lessons.	<p>Increased physical activity is linked to improved mental health and attainment levels.</p> <p>Sutton Trust Teaching and Learning toolkit shows that sports participation supports</p>	3, 4

	additional progress. Participating in sports and physical activity is likely to have wider health and social benefits. Recent evidence from the UK shows that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme.	
Providing arts-based enrichment activities: steel pans and guitar sessions.	EEF states that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. However, it is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	3,4
Provide specialist staff to support PP pupils. This includes counselling sessions and Draw and Talk therapy.	EEF states that social and emotional learning approaches have a positive impact, on academic outcomes over the course of an academic year. However, it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.	3

Total budgeted cost: £ 109,539

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.

Internal assessment at the end of academic year (July 2023) showed that disadvantaged children did not achieve ARE or working at greater depth at the same rate as non-disadvantaged children.			
% Non-disadvantaged pupils who achieved ARE +	% Disadvantaged pupils who achieved ARE +	Disadvantage GAP (%)	Progress from last year?
Reading = 76%	Reading = 27%	Reading = 49% 42% 2021-22	Gap widened by 7%
Writing = 65%	Writing = 24%	Writing = 41% (36% 2021-22)	Gap widened by 5%
Maths = 70%	Maths = 30%	Maths = 40% (31% 2021-22)	Gap widened by 9%
Combined = 58%	Combined = 19%	Combined = 39% 33% 2021-22	Gap widened by 6%
<u>Disadvantage without SEN pupils</u>			
<i>% of Disadvantaged that are SEN = 24% all working significantly below expected for their year group</i>			
% Non-disadvantaged pupils who achieved ARE +	% Disadvantaged pupils who achieved ARE +	Disadvantage GAP (%)	Progress from last year?
Reading = 81%	Reading = 37%	Reading = 44% (35% 2021-22)	Gap widened by 9%
Writing = 71%	Writing = 30%	Writing = 40% (32% 2021-22)	Gap widened by 8%
Maths = 75%	Maths = 37%	Maths = 38% (25% 2021-22)	Gap widened by 13%
Combined = 63%	Combined = 23%	Combined = 40% (31% 2021-22)	Gap widened by 9%

Although academically, our disadvantaged pupils did not achieve at the same rate as our non-disadvantaged pupils, behaviour and attitudes towards learning improved with no differences between disadvantaged and non-disadvantage pupils.

There have been a few key strategies that had a positive impact on learning outcomes for PPG children:

- PPG pupils and their families were given support and access to help (counselling, draw and talk, parenting courses, EHA, MHST, family support workers) in order to manage their social, emotional and mental wellbeing. There has been a reduction in escalation of behaviour that impacts learning and more children are engaged in their learning as a result.

Next Steps: Liaise with Mental Health Support Team and the Therapeutic Thinking Team to get support for newly identified children and look further into who these strategies can be embedded in to classroom practise

- Floppy Phonics has been introduced successfully into the rest of KS1. This has re-enthused children in reading and more children are engaged in the reading programme.

Next Steps: Look at alternative phonics programmes to support children in KS2 that have not yet mastered reading.

- All PPG children fully participated in the enriched curriculum that included trips, visits and workshops
- All PPG children were given the correct uniform and therefore felt a sense of belonging to the school community.

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
N/A	