



## Pupil Premium Strategy Statement 2023-2026: Winwick Church of England 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                        |
|---|-----------------------------|
| School Name   | Winwick CofE Primary School |
| Number of pupils in school  | 204                         |
| Proportion (%) of pupil premium eligible pupils   | 10.3% (21 pupils)           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2023 to 2026                |
| Date this statement was published   | December 2023               |
| Date on which it will be reviewed   | December 2024               |
| Statement authorised by   | L. Duckett, Headteacher     |
| Pupil premium lead  | L. Duckett, Headteacher     |
| Governor / Trustee lead   | C. Jenkinson                |

### Funding Overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year   | £38,977        |
| Recovery premium funding allocation this academic year  | £4,785         |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) | £3,631         |
| <b>Total budget for this academic year</b>  | <b>£47,393</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Winwick CofE Primary School, our vision is that, 'In God's Love' all children will 'aspire and achieve to be the best', irrespective of their background or the challenges that they face; that they will make good progress and with high attainment across all curriculum areas. The focus of our Pupil Premium Strategy is to support our disadvantaged children to achieve their goals, including progress for those children who are already high attainers.

We recognise the importance of considering the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our Pupil Premium Strategy Statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the core of our approach, along with consideration of the latest educational research to support teaching and learning, with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst also benefitting non-disadvantaged children in our school, enabling all to flourish and achieve. Implicit in the intended outcomes detailed within this statement, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the wider school improvement plans for education recovery following the Covid-19 pandemic, notably in its targeted support through the National Tutoring Programme for children whose education has been the worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges, along with individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Seek opportunities for early intervention at the point when it is needed
- Adopt a whole school approach, in which all staff take responsibility for disadvantage pupils' outcomes and raise expectations of what they can achieve
- Consider the educational research implications within the context of our own setting to support improving outcomes for pupils

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessment data and observations indicate that many of our disadvantaged pupils' education and wellbeing were impacted by historic partial school closures, which resulted in gaps in pupil knowledge, leading to pupils falling further behind age-related expectations, particularly in Writing and Mathematics. |
| 2                | Sustaining attainment data for disadvantaged pupils with their Phonics.  |
| 3                | Attendance data indicated that attendance amongst disadvantaged pupils has been lower than non-disadvantaged pupils.   |

## 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   |
|--|--|
| Improved attainment for disadvantaged pupils at the end of KS2 in Writing.                                 | By 2025-26, no difference in KS2 Writing outcomes by 2025-26 between disadvantaged pupils and non-disadvantaged pupils.  |
| Improved attainment for disadvantaged pupils at the end of KS2 in Mathematics.                             | By 2025-26, no difference in KS2 Mathematics outcomes by 2025-26 between disadvantaged pupils and non-disadvantaged pupils.  |
| Improved attainment for disadvantaged pupils at the end of KS2 in Reading.                                 | By 2025-26, no difference in KS2 Reading outcomes by 2025-26 between disadvantaged pupils and non-disadvantaged pupils.  |
| To achieve and sustain improved wellbeing for all pupils in school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025-26 demonstrated by: <ul style="list-style-type: none"> <li>• an increased participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> </ul>                          |
| Sustaining attainment data for disadvantaged pupils with their Phonics.                                    | By 2025-26, sustained Phonics attainment for disadvantaged pupils, ensuring provision is maintained to enable disadvantaged pupils to achieve high outcomes.   |
| Attendance for all pupils, particularly Disadvantaged Pupils, to improve and be sustained over time.       | By 2025-26, sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• No different in overall attendance in 2025-26 between disadvantage pupils and non-disadvantaged pupils.</li> <li>• No different in persistent absence data in 2025-26 between disadvantage pupils and non-disadvantaged pupils.</li> </ul> |

## Activity in this academic year (2023-2024)

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: £2,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Evidence based CPD for staff to enable them to provide quality first teaching across Reading, Writing, Maths and Phonics. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1, 2                          |
| CPD support for ECTs  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  | 1, 2                          |

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

Budgeted cost: £25,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Small group intervention delivered by teachers and TAs: Targeted Grammar and Handwriting Interventions across KS2 to support Writing. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1, 2                          |
| Small group intervention delivered by teachers and TAs: Targeted Mathematics  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  | 1                             |

|  |   |         |
|--|---|---------|
| Interventions across KS2   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>   |         |
| Small group intervention delivered by teachers and TAs: Targeted Reading Interventions across KS2                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> | 1, 2    |
| Small group intervention delivered by teachers and TAs: Targeted Phonics Booster Sessions                        | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>   | 2       |
| Individualised interventions – including targeted support and interventions and resources for children with SEN. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | 1, 2, 3 |
| 1:1/group support for all eligible children (NTP)  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>   | 1, 2, 3 |

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

Budgeted cost: £20,393

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |  |         |
|---|--|---------|
| Mental Health & Wellbeing Support Lead                      | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> | 1, 3    |
| Attendance Lead   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>  | 1, 2, 3 |
| Contributions towards Educational Visits                    | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>   | 1, 2, 3 |
| Contribution towards uniform                                | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>  | 1, 2, 3 |
| Provision of snack for PP children to access at break times |  | 1, 2, 3 |
| Provision of enrichment club opportunities (school led)     | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>   | 1, 3    |
| Provision of Music tuition (external provider)              | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  | 1, 3    |
| 50% towards Reading Plus Online Reading                     | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  | 1       |

|  |  |      |
|--|--|------|
| Intervention (KS2) and Home Learning   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>  |      |
| 50% towards Century Online Mathematics, Grammar & Science Intervention and Home Learning             | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>  | 1    |
| 50% towards Reading Eggs Online Reading/Phonics Tool (EYFS/KS1 & KS2 Intervention) and Home Learning | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 1, 2 |
| Purchase of Little Wandle Catch-up Resources to support delivery of Phonics Interventions            | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  | 1, 2 |

**Total budgeted cost: £47,393**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This is the first year of this Pupil Premium Strategy Statement. The previous Pupil Premium Strategy Statement covered the academic years from 2020-21, 2021-22 and 2022-23; the previous strategy encompassed the years immediately following the Covid-19 pandemic. Attendance improved over this period of time which was positively impacted by the steps put in place to increase and support the attendance of Pupil Premium children and there are also positive elements linking to the improvement of vocabulary, oracy, reading and writing, as well as improvements across time of pupil resilience. For a more detailed overview, please see the final version of the previous Pupil Premium Strategy Statement.