



Pupil Premium Strategy Statement 2023-2026: Winwick Church of England Primary School Academic Year 2023-24

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	174
Proportion (%) of pupil premium eligible pupils	11.49% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 to 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2025
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	£41,637
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£3,495
Total budget for this academic year	£45,132

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 benefiting 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.
4	Increase in SEMH needs which require more specialised, targeted support; this includes an overlap between our disadvantaged and SEND.

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"> ● an increased participation in enrichment activities, particularly among disadvantaged pupils. ● Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
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"> ● No different in overall attendance in 2025-26 between disadvantage pupils and non-disadvantaged pupils.

	<ul style="list-style-type: none"> No different in persistent absence data in 2025-26 between disadvantage pupils and non-disadvantaged pupils.
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Activity in this academic year (2024-2025)

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, Phonics and Oracy (High Quality Interactions)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions#:~:text=Research%20evidence%20tells%20us%20that,development%20in%20the%20early%20years.	1, 2
CPD support for ECTs	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	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:	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2

Targeted Grammar and Handwriting Interventions across KS2 to support Writing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Small group intervention delivered by teachers and TAs: Targeted Mathematics Interventions across KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Small group intervention delivered by teachers and TAs: Targeted Reading Interventions across KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2
Small group intervention delivered by teachers and TAs: Targeted Phonics Booster Sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Individualised interventions – including targeted support and interventions and resources for children with SEN.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
1:1/group support for linked to the development of high quality interactions and the development of	https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions#:~:text=Research%20evidence%20tells%20us%20that,development%20in%20the%20early%20years.	1, 2, 3

higher level language through this.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,132

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health & Wellbeing Support Lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 3
Attendance Lead	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1, 2, 3
Contributions towards Educational Visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3
Contribution towards uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 2, 3
Provision of snack for PP children to access at break times		1, 2, 3
Provision of enrichment club opportunities (school led)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Provision of Music tuition (external provider)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 3
50% towards Reading Plus Online Reading Intervention (KS2) and Home Learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
50% towards Century Online Mathematics, Grammar & Science Intervention and Home Learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
50% towards Reading Eggs Online Reading/Phonics Tool (EYFS/KS1 & KS2 Intervention) and Home Learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Purchase of Little Wandle Resources to support delivery of Phonics and Reading	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2

Total budgeted cost: £45,132

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

Our disadvantaged pupils receive a high level of intervention and support, along with our quality first teaching offer that enables children to perform well from their starting points. A number of our pupil premium children also have SEND and so have additional needs that require support. Our disadvantaged and SEND pupils are well supported and resourced, including the development of the school environment across 2023-24 to enhance this offer further. Well planned and carefully considered intervention through a detailed provision map, which enables progress to be tracked and the right priorities applied.

Attendance has continued to be a focus, with improvements shown; carefully tracking with additional steps being taken have supported the attendance of our pupil premium children.

The level of pastoral and SEMH support has increased across 2023-2024, which has been positively impacted by the role of the Mental Health and Wellbeing Lead, additional CPD for staff and also adaptations to the learning environment/resources that have enabled our disadvantaged children to receive the additional support they require based on their individual difficulties, with the aim of supporting their wellbeing and also having a positive impact on their learning in the classroom.