

# Winslow Church of England School

## Pupil Premium strategy statement 2021 2022

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.

In line with the Education Endowment Foundation (EEF), we have taken a tiered approach to our pupil premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Our Pupil Premium strategy outlines 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.

The EEF Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action.

### School overview

Detail	Data
School name	Winslow Church of England School
Number of pupils in school	355 (+14 Pre-School)
Proportion (%) of pupil premium eligible pupils	26% (93)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	Termly but full review September 2022
Statement authorised by	Mrs Cazz Colmer (Headteacher)
Pupil Premium Lead	Mrs Katie Epps
Pupil Premium attached Governor	Mr David Shaw

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,290
Recovery premium funding allocation this academic year	£12,325

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£129,615</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use the Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Winslow is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective, we

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils in Reading and Maths remains significantly below non-disadvantaged pupils, although the gap is narrowing according to the 3-year trend.
2	Increased numbers of pupils with complex needs, including speech and language, poor oracy and comprehension skills, social communication, poor working memory, attention difficulties, fine motor skills and social emotional and mental health.
3	Pupils eligible for pupil premium often suffer from low self-esteem and anxiety following school closures; they can lack motivation and aspiration and this affects their attitude to learning.
4	Low parent engagement and lack of financial resource to provide pupils with broad opportunity and life experiences.

5	AS OF NOVEMBER 202: Attendance rates for pupils eligible for pupil premium are 94% (below the attendance for all pupils of 96% Although this has improved year on year, this remains a barrier as it reduces their school hours and causes them to fall behind on average.
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## 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
Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Targets will be set for individual pupils and reviewed regularly.	The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children.
Pupils access a wide range of interventions to meet their needs, including speech and language.	As their needs are being addressed, pupil premium pupils make expected progress or exceed their targets in Reading, Writing and Maths.
Social emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.	Vulnerable pupils are in a better place to access their learning. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.
Increased home support, leading to greater parental engagement. Pupil premium pupils experience a wide range of enrichment activities.	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Pupil premium parents connected to school 'Class Dojo' platform and are positive about communication with the school and support offered.
Increased pupil premium attendance rate of pupils across school.	Attendance of identified pupil premium pupils increases and the gap between pupil premium and non- pupil premium narrows.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</p> <ul style="list-style-type: none"> <li>• Ensuring teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.</li> <li>• Staff development and quality CPD Continue to develop the following teaching strategies in all classes within school:</li> <li>• Feedback - to ensure that the feedback provided to all pupils is instant and effective.</li> <li>• Pre teaching –Continue to teach reading comprehension to all pupils on a daily basis in smaller groups.</li> </ul>	<p>Greater staff awareness leads to greater accountability and improved outcomes.</p> <p>Teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons for greater impact on pupil outcomes.</p> <p>Teachers are aware of the pupil premium children in their cohort and are accountable for their progress and attainment.</p> <p>Teachers will be able to use the data analysis reports to support their overall reading assessments.</p> <p>EEF toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children (EEF's tiered approach to pupil premium – teaching is the top priority, including high quality CPD).</p>	<p>1, 2</p>
<p>Pupil Premium Manager to:</p> <ul style="list-style-type: none"> <li>• Work alongside the Headteacher to strategically deliver the pupil premium offer, which narrows the gap for pupil premium students.</li> <li>• Identify and analyse current patterns of vulnerability of pupils at the school.</li> <li>• Be responsible for the deployment of additional resources targeted at improving outcomes for</li> </ul>	<p>Teachers will be supported to ensure pupil premium pupils make accelerated progress and gaps with non- pupil premium are closed.</p> <p>Challenges grid to reflect our current internal and external disadvantage across the school.</p> <p>Teachers have an understanding of how disadvantage impacts the learning for their pupil premium and this is indicated in the Pupil Premium Provision Maps.</p>	<p>1, 2, 3, 4, 5</p>

<p>disadvantaged pupils, and to monitor and evaluate its impact.</p> <ul style="list-style-type: none"> <li>Analyse data and adapt provision where required.</li> </ul>	<p>Learning led approach rather than a label led approach (as advocated in the EEF document and Buckinghamshire Challenge Project – Marc Rowland).</p> <p>Underpinned by our belief that all children will achieve.</p>	
<p>Enhancement of writing school improvement work. Using elements from Jane Considine’s writing approach to complement our IPEELL framework.</p> <p>Training staff to ensure new initiatives are embedded throughout school.</p>	<p>Giving pupils a clear structure for their writing (which can be applied across curriculum areas and for different text types) supports pupils with their writing development.</p> <p>(EEF research and National Literacy Trust reports informed school’s implementation of the IPEELL writing strategy to develop writing across the school).</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p>	1, 2
<p>Enhancement of our new guided reading approach, ‘Book Talk’ linking to overall vocabulary development work.</p> <p>Embedding dialogic activities across the school curriculum to support pupils’ understanding and vocabulary development.</p>	<p>There is a strong evidence base to suggest oral language activities, such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. Developing pupils’ oracy skills are a vital component of our catch-up programme.</p> <p>(EEF Toolkit research promotes oral language interventions to support learning).</p>	1, 2
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.</p> <p>Linking the Little Wandle phonics programme to Collins Big Cat decodable books to support reading.</p> <p>Training staff to ensure consistency of approach.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Toolkit research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p>	1, 2
<p>Enhancement of maths teaching and curriculum planning in line with DfE, EEF and White Rose Hub guidance.</p>	<p>NCETM guidance supports our delivery of the teaching for Mastery through the White Rose Hub.</p>	1, 2

Further staff development in teaching for Mastery, as per White Rose training package and mastering number (EYFS / Y1-2).	Mastery of Number supports the need for pupils to develop good number sense to support success in the future. (Debbie Morgan (NCETM Director of Primary Maths) "Research tells us that if children develop fluency and flexibility, with number facts and relationships early on, they will make much more progress later, in both maths and other subjects")	1, 2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £90,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention, led by LSAs, in each year group to support accelerated progress. Recruitment of additional LSA to support KS1 interventions following lockdown.	EEF research and evidence consistently shows the positive impact that targeted academic support can have, including for who are not making good progress across the spectrum of achievement. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.	1, 2, 3
Purchase of Speech and Language Link / Junior Language Link programme to support disadvantaged pupils who have relatively low spoken language skills and especially as a result of over lockdown.	Online assessment and intervention package. Supports pupils with mild to moderate language needs and issues. Identifies timely support for pupils with language difficulties.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit research and evidence).	1, 2
All staff are trained in the use of Accelerated Reader to analyse pupils' performance and next steps.	Pupils eligible for pupil premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.	1, 2

	<p>Accelerated Reader enables pupils to select reading books to match their ability and Zone of Proximal Development (ZPD). It also provides important assessment information for teachers, LSAs and parents to support pupils' next steps.</p> <p>Significant impact over 3 years linked to our reading progress and outcomes. Purchase of on-going licences.</p>	
Increasing Reading for Pleasure opportunities. (e.g. Sleepover book buddy bags, reading newsletter, travelling library, reading cafe).	<p>Growing body of evidence illustrates the import of 'Reading for Pleasure' for education purposes and for educational development (Clarke and Rumbold)</p> <p>A positive relationship between reading frequency, read enjoyment and reading attainment (Clark and Douglas).</p> <p>Research and up-to-guidance from Open University and member of Bucks Teacher Reader Group.</p> <p>Pupils have access to a wider range of texts outside of school.</p>	1, 4
Precision Monitoring	Evidence based effective strategy that helps pupils develop and maintain high levels of fluency and accuracy in reading, spelling and maths.	1, 2
Educational Psychologist visit and report	Full cognition and learning report for a pupil premium child enables correct support and needs analysed.	1, 2
Lego Therapy programme	A review, conducted through the National Library of Medicine, found that 14 studies reported at least one improvement in social and communication skills, ASD-specific behaviours, belongings, family relationships, coping and reductions in playing alone.	1, 2, 3
Continuation of Zones of Regulation throughout the school – staff training and support.	<p>Zones of Regulation helps pupils to regulate their emotions. Zones gives a common language to celebrate regulation. Increased control and problem solving activities.</p> <p>Our staff and ethos promote emotional well-being and recognises happy pupils who are more successful learners.</p>	2, 3
Same Day Intervention in Maths	EEF research found that teachers in Same Day intervention schools were more likely than teachers in control schools to report that all pupils, and	1, 2, 3

	lower achieving pupils, were more confident compared to the previous year's pupils.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further our development of our Mental Health and Well Being team to continue and Covid register to support pupils as needs arise (to include training of Senior Mental Health Lead / DfE Creative Education).	An effective system enables all pupils to be recognised and needs diagnosed, thereby supporting their wider needs and mental health and well-being so they have the right conditions to support their learning.	2,3
Monthly attendance checks with Pupil Premium lead and SENDCO and follow up actions shared with class teachers and SLT.	A continued focus on improving punctuality and attendance of pupil premium children improves their overall quality of education and learning. The importance of regular catch up / support given to the most vulnerable families. This also ensures that the gap is closed further between pupil premium children and national attendance data.	5
Enhancement of our Class Dojo communication platform for parents.	An effective communication tool first used during lockdown to liaise with our families and to support pupils' home learning (almost 100%).  Ensuring that the most vulnerable families have constant two-way connection with school.  Lack of parental support and engagement is a key barrier challenge to learning for pupils at Winslow.	4
Young Carers and nurture groups led by Pastoral Lead	Social and emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.	3
Funded places at The Future Games holiday clubs.	These funded places support our most vulnerable families during the different holidays. This provision also supports these pupils and boosts their self-esteem.	3,4
Support for pupil premium parents with trips and visits.	Supporting our families in this way means that all pupils have access to	4

	<p>these opportunities and benefit from them.</p> <p>Financial restraint should not prevent any child accessing extra-curricular activities.</p>	
<p>Christmas support for our most vulnerable families:</p> <p>Staff donations</p> <p>Winslow Elves</p> <p>Food donations</p>	<p>Setting up pupil premium Christmas gifts and also liaising with the Winslow Santa's Elves scheme means that some of most vulnerable families are supported.</p>	4

**Total budgeted cost: £130,000**

## 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.

Covid restrictions and school closure from March 2020 – February 2021 led to National tests being cancelled in July 2020 and therefore no national data. Official data for 2017-2019 3-year trend showed improved progress in Reading, Writing and Maths with the gap with National others decreasing. Internal assessments show the disadvantaged gap continuing to decrease.

Leading up to lockdown, all teachers had a pupil premium objective as part of their appraisal. Actions and outcomes were then fed into termly team meetings and discussed with the Senior Leadership Team. Teachers have become more skilled at identifying challenges to pupils' learning and seeking ways to adjust and adapt to meet their needs.

Continuing to fund Accelerated Reader has been a real asset to our children (from Years 2 – 6) and this has really supported children throughout lockdown. Pupils were able to access this programme at home to quiz on their books. It provided teachers with a clear picture of their pupils' needs and reading progress which then could be built upon once they had returned to school. The use of Catch-Up funding to refurbish the computers in the ICT suite allowed improved access of software, online programmes to support retrieval practices and consolidate learning and assess learning (Purple Mash, MyMaths, Times Table Rockstars and Accelerated Reader).

The purchasing of Collins Big Cat reading books for Early Years and KS1 has really boosted pupils' reading attainment and progress. This means that children are now able to read decodable books to match the phonics sounds which they are learning in school. These books are well received by pupils, teachers and their parents. Additionally, the Big Cat Reading programme for vulnerable readers (Years 2-5), who struggled with their phonics screening, are now supported with age appropriate and engaging books.

We have continued with our writing IPEELL journey throughout school and are now beginning to apply this structure to different areas of the curriculum. Our English Lead became an SLE for English in the spring term and was able to deliver both in-house training and in other local schools. We began to trial Jane Considine's sentence stacking work in a few selected year groups. Unfortunately, this was then put on hold, due to lockdown. However, staff were then able to access free CPD online sessions with Jane Considine during the spring term lockdown period (including both reading and writing training sessions). Our home learning provision during the lockdown period

(using Microsoft Teams) enabled pupils to access key reading and writing material, including both recorded and live lessons.

Despite lockdown, we have continued to have strong focus on vocabulary development throughout school. This is embedded in our school development plan and is being transferred across the curriculum. Pupils across the school access the Vocabulary Ninja site, use tier 2, Words of the Day and are encouraged to have a real sense of discovery when learning new vocabulary.

During this year, our Mental Health and Well-being team have evolved with key staff supporting the most vulnerable children with additional interventions. Teachers and LSAs across school received training in Calming Cat and resources purchased for every class. Our Mental Health and Well-being team are instrumental throughout the school and react swiftly and effectively to support pupils' needs. During lockdown, staff adjusted their support: remotely via Microsoft Teams, weekly phone calls with identified families, work packages, foodbank access, laptop access and school places given for key individuals. Our new covid register enabled our school to build a clear picture of the challenges facing our pupils and we could therefore decide on the course of action to be taken.

Throughout the year, we have continued to develop our ways of strengthening home support and greater parental engagement. Our school website is used to give parents a weekly timetable and activities for their children to access during lockdown. In January 2021, we began using MS Teams (through DfE funding). Staff training at the start of term enabled children to access their learning during the January – March lockdown. We were able to offer recorded and live lessons during this time and therefore could mirror the provision we would be offering at school. We also used our Class Dojo communication platform to share key information and messages with our parents.

*“...making a profound difference at a time when their world has been turned upside down; we are extremely grateful that Winslow School is such a supportive community to be part of.”*

## 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*

<b>Programme</b>	<b>Provider</b>
Maths White Rose Hub	White Rose Hub
Times Tables Rockstars	Times Table Rockstars
MyMaths	MyMaths
Purple Mash	Purple Mash

Calming Cat interventions	Calming Cat
The Write Stuff	The Training Space (Jane Considine)
Book Talk	The Training Space (Jane Considine)
Accelerated Reader	Renaissance Learning
Vocabulary Ninja Word of the Day	Vocabulary Ninja
Big Cat Reading and Intervention books	Collins Big Cat

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This funding was used to support a particular pupil within the classroom (using the programmes listed above).
What was the impact of that spending on service pupil premium eligible pupils?	Reduced anxiety, enabling the pupil to be in the right headspace for learning and to make progress.

## Further information (optional)

Please also refer to the Winslow Pupil Premium Covid Catch Up plan for further information (on our website).