

Pupil premium strategy statement – Winlaton West Lane Community Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	September 2024- 324
Proportion (%) of pupil premium eligible pupils	97 pupils 29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 – 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Colette Bell Headteacher
Pupil premium lead	Vicky Nugent
Governor / Trustee lead	William Purvis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2024 £149.090
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	24-25 £149.090

Part A: Pupil premium strategy plan

Statement of intent

At Winlaton West Lane Community Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, are able to grow as successful individuals and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Financial disadvantage should not be a barrier to success. We will support each child, and their family, to overcome obstacles, enabling the child to achieve both personal and academic success.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will provide disadvantaged pupils the support they need in order to develop their confidence, positivity and determination in order to believe in themselves and achieve their goals.

Our strategy will be driven by the individual needs of the child, rooted in succinct formal and informal assessments, not assumptions about the impact of disadvantage. This will ensure each child receives the appropriate interventions and support in order to excel in all areas of learning and receive the necessary support to address social, emotional and mental health needs.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set early to
- intervene at the point need is identified
- Work with parents and carers to provide the support each child needs on an individual basis

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within reading and writing. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence etc. However, this has been heightened greatly by the lack of full schooling during lockdowns over the last few academic years. We have also noticed that the children are struggling to include SPaG features in their writing leading to less children achieving GDS. Although our writing is above the national average, we still have only 61% achieving ARE.</p> <p>Reading: Previous data for reading at KS1 and KS2 for both expected standard and greater depth standard was slightly lower than the national expectation. (2018 – 2019 data) Following the lockdowns, the internal data for disadvantaged children is lower than expected standards. During last year, the school was still working slightly below the national average. However, this school year (2023-24) there has been a slight increase with the school working above national average for reading.</p> <p>Writing: Previous data for writing at KS1 and KS2 for both expected standard and greater depth standard was lower than the national expectation. (2018 – 2019 data) Following the lockdowns, the internal data for disadvantaged children is lower than expected standards. Our writing, initially in 2022-23 showed that we were working below national average, this year 2023-24, there has been an increase of children attaining ARE at the end of year 6. This has brought us slightly above the national average.</p>
2	<p>Our assessments and observations show children demonstrate gaps in knowledge, skills and understanding within Maths. This is for various reasons such as lack of retention, poor working memory, lack of concentration, absence etc. However, this has been heightened greatly by the lack of full schooling during lockdowns over the last two academic years. Although, we are now seeing that there has been a slight uplift in performance in KS2, the children in our school, in particular PP children are not retaining number facts and do not have automatic recall of multiplication tables as the shift moved to getting children through their SATs by teaching them how to answer questions and not delving deeper into their understanding of why they are using certain strategies. This would then lead to a higher level of GDS, which has again been lacking in the current 2023-2024 data.</p> <p>Previous data for maths at KS1 for expected standard was slightly lower than the national expectations and greater depth standard was significantly lower than the national expectation. (2018 – 2019 data)</p> <p>Previous data for maths at KS2 for both expected standard and greater depth standard was slightly lower than the national expectation. (2018 – 2019 data) Following the lockdowns, the internal data for disadvantaged children is lower than expected standards. Over the past 2 academic years, the children have consistently scored well in KS2 SATs and have been well above national average, although we have not achieved as many GDS as we would have liked to have achieved.</p>

3	<p>Within Nursery, observations and assessments show that a high percentage of our disadvantaged children are working below age related expectations in all areas of learning. This has been heightened due to the lack of experiences available during lockdowns.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has been impacted further by COVID. Complicated family situations where parents are struggling with a variety of issues are leading to children not always being ready to learn.</p> <p>Teacher referrals for support have markedly increased. 35% of our disadvantaged pupils currently require additional support with social and emotional needs, receiving small group and / or individual interventions. There has been a huge increase in speech and language referrals and also referrals to early help, 0-19 and the early years intervention team. Many pupils are now being admitted into school, having missed milestones such as toilet training and being able to follow a simple instruction.</p>
4	<p>Our attendance data last year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. September 2022 disadvantaged and non-disadvantaged difference 2% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. From September 2023- 2024, attendance data indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils.</p>
5	

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 reading attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.
Improved writing attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.
Improved Maths attainment for disadvantaged pupils at both KS1 and KS2.	Percentage of children achieving expected and greater depth standard at KS1 and KS2 to be in line with or above the national average.

An increased percentage of Nursery children to be working at age related expectations or above in the identified areas of personal, social and emotional development, speaking and listening and attention,	Percentage of children achieving age related outcomes at the end of Reception to be increased.
Achieve improved attendance for disadvantaged pupils	Disadvantaged children to achieve attendance of at least 96%.
Achieve improved wellbeing, social skills and emotional resilience for disadvantaged pupils enabling them to be ready to learn.	Improved wellbeing / emotional resilience of disadvantaged pupils. Improved social skills of disadvantaged children. (Evidenced by pupil voice, observations, questionnaires, audits)

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ Nil to pupil premium. (Core funded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for relevant staff in order to develop expertise within the teaching of reading, writing and maths. (including phonics) Leaders to attend LA training, share training with the relevant staff. Leaders to deliver specific training to relevant staff. Where required, leaders to support individual teachers. In addition to the above all relevant staff will have training	‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’. (EEF Education Endowment Foundation) ‘ Professional development should be used to raise the quality of practitioner’ knowledge of mathematics, of children’s mathematical development and of effective mathematical pedagogy.’	1,2,3,4

<p>on the new validated phonics scheme. Timetable alterations to create a guided reading slot daily Accelerated reader given 25 minutes per day to ensure reading is prioritised Little Wandle Phonics Scheme EYFS-Year 2 Spelling Shed Years 1-6 Grammarsaurus-SPaG Year 1-6</p> <p>Maths Lead to attend Maths Training with North East Maths Hub with training to be rolled out to all staff</p> <p>Maths lead to attend 'Implementing mastery in maths' to set a plan to develop and raise mastery across the school</p>	<p>(EEF improving Mathematics in the Early Years and KS1)</p> <p>'Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.'(EEF improving mathematics in KS2 and 3)</p>	

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

Budgeted cost: £111,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years – Small group interventions delivered by teachers, HLTAs and teaching assistants, including BLAST (Nursery) to develop underpinning skills for language, communication and</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF</p>	<p>3</p>

<p>literacy – turn taking, discrimination, listening, attention and social communication as well as basic language skills.</p> <p>Training of staff and intervention from Special needs team and early years advisors modelling language and communication opportunities for staff.</p>		
<p>Effective research based interventions and pre teaching across the whole school, including ‘Toe by Toe, Word Wasp, Hornet Literacy Primer, Precision Teaching’ to address gaps in reading, writing and maths, including delivering 1:1 and small groups interventions. (Delivered by teaching assistants, HLTAS and teachers).</p> <p>Small group and individual phonics interventions delivered to children. Children then reassessed to measure progress</p>	<p>Reading comprehension strategies are a high impact (additional 6 months progress within a year) ‘Targeted phonics interventions are more effective delivered as regular sessions over a period of up to 12 weeks.’ (EEF Phonics Toolkit strand) ‘High quality, targeted support can provide effective extra support for children.’ (EEF Improving Maths in the Early Years and KS1) ‘Use structured interventions to provide additional support’ (EEF Improving Maths in Ks2 and 3) ‘Small group tuition has an average impact of four additional months progress within a year.’ (EEF Small group tuition, toolkit strand) ‘One to one tuition is an effective strategy for providing targeted support 1, 2, 3 9 for pupils that are identified as having low prior attainment or are struggling in particular areas It can provide approximately five months additional progress.’ (EEF one to one tuition, toolkit strand)</p>	<p>1, 2, 3</p>
<p>Additional teacher employed for Literacy sessions and Maths session enabling teaching to be adapted effectively to meet the needs of the classes</p>	<p>Smaller classes impact upon learning if the reduced numbers allow teachers to teach differently. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback</p>	<p>1, 2, 4</p>

and allow increased flexibility.	the pupil receives. (EEF Teaching and Learning Toolkit)	
Teacher to work with SEND and PP children to develop strategies to work more effectively in the classroom		

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

Budgeted cost: £38,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to provide specific wellbeing sessions / interventions 1:1 and small groups.</p> <p>Family support worker released more this year to spend more time running interventions</p> <p>Melva training Pol-Ed training</p>	<p>‘There are a number of children who require support with personal / emotional needs. Without these being tackled, the children will not be able to focus their optimum and achieve their full potential. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p> <p>HM Government – ‘Promoting children and young people’s mental health and wellbeing – recognise that ‘a child’s emotional health and wellbeing influences cognitive development and learning’.</p>	1, 2, 3, 4, 5
<p>Half Termly After School Clubs for Each year group.</p> <p>Children to be invited to specific clubs (inclusion)</p>	<p>‘Taking part in After School Clubs helps learners to develop socially, emotionally, physically and intellectually. Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p>	1, 2, 3, 4, 5
<p>Family Support Worker, SLT</p>	<p>‘Evidence suggests that small improvements in attendance can lead to meaningful impacts for these</p>	1, 2, 3, 4, 5

<p>and Office Staff to work</p> <p>New attendance procedure in place with regular meetings with parents, monitoring and 4- week contracts given to parents</p> <p>Office staff meeting with HT and families to offer support where needed.</p> <p>New attendance procedure shared with all families in school</p>	<p>outcomes.’ (EEF Attendance interventions rapid evidence assessment)</p> <p>DFE document has been informed by: engagement with schools who have significantly reduced their persistent absence levels, teachers’ standards, Ofsted’s school inspection handbook and other DFE statutory and non-statutory guidance..</p>	
<p>Breakfast Club to enable children to be ready to learn every day.</p> <p>Some families invited to breakfast club to ensure that children attend school and come into school on time</p>	<p>Dr Kevan Collins (EEF) said, “Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils’ concentration.</p> <p>‘Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Effective SEL can lead to learning gains of +4 months over the course of a year’ (EEF).</p>	<p>1, 2, 3, 4, 5</p>
<p>Provide help with residential costs / visits</p> <p>Poverty Proofing</p> <p>Feedback Pre-</p>	<p>. Pupils benefit from taking part in school visits.</p> <p>https://www.hse.gov.uk/services/education/schooltrips.pdf</p>	

used uniform drop ins		
--------------------------	--	--

Total budgeted cost: £

September 2024 £149.090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2019/20 and 2020/21 confirm that the performance of disadvantaged pupils has declined compared to previous years in Reading, Writing and Maths. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by the use of online resources such as those provided by Oak National Academy and remote learning set through the Seesaw App. Where needed, disadvantaged pupils were given devices to access the home learning resources and they were contacted at least weekly, offering support and advice over the telephone. Where disadvantaged pupils were unable to access the online home learning, they were provided with a paper pack of resources to work through. Initially, during the Jan 2021 – March 2021 lockdown, 45% of the disadvantaged children were not accessing the home learning on Seesaw. However, school supported the families with this and this decreased over time. By February 2021, only 36 children across the whole school were not accessing Seesaw; 25 (69%) of these were our disadvantaged pupils. In addition to school supporting remotely with Seesaw, some of the children were invited into school to access provision as vulnerable children. As all children returned to school (March 21), interventions were implemented swiftly, addressing social and emotional needs as well as gaps in learning. Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. During the school closures, the wellbeing champion, headteacher, deputy headteacher and class teachers contacted the disadvantaged families regularly by either telephone, garden visits, or where appropriate messages via Seesaw, in order to check in with them and sign post them to any relevant support. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Limited
White Rose Maths Premium Resources	White Rose Maths Hub
Spelling Shed	Ed Shed
Purple Mash	2 Simple
Seesaw	Seesaw
Developing Experts (Science)	Developing Experts
Kapow	Kapow
Key Stage History	Key Stage History
Odizzi Geography	Odizzi Geography
Grammarsaurus (SPaG)	Grammarsaurus
Grammarsaurus (History)	Grammarsaurus

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include: Offering a wide range of high-quality extracurricular activities to boost confidence to interact socially with others and provide them with new skills and abilities. Disadvantaged pupils will be encouraged to sign up to attend the clubs and where needed, supported to access them.