



## Windermere Primary School

### 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	Windermere Primary School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	33.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Gilliver
Pupil premium lead	Sarah Gilliver
Governor / Trustee lead	Sally Gibson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77660

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every pupil in the school achieves their potential, making good progress across the school curriculum and developing learning and interpersonal skills that will help them to achieve well in the next stage of their education.

We know that for some disadvantaged pupils there are barriers to learning such as weak language and communication skills, lack of confidence, attendance and punctuality issues, home support issues, as well as other individual contextual issues, some of which may be complex and prevent children from flourishing. We utilise pupil premium funding to support disadvantaged pupils in overcoming these barriers.

Although funding is based on specific deprivation measures such as Free School Meal eligibility, it is recognised that other pupils are also disadvantaged due to home and family circumstances. We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The funding is used to support these pupils, ensuring that every child has the opportunity to grow and learn in a supportive environment.

Quality first teaching is the foundation of our strategy, and the use of qualified, highly skilled teachers and teaching assistants for individualised interventions form a key element of our strategy to close the gap between attainment for the disadvantaged and their peers.

For some children in our school, access to a broad and enriched curriculum with opportunities for additional experiences and extra-curricular learning is crucial to enable them to succeed academically and socially.

## Challenges

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

Challenge number	Detail of challenge
1	Limited life experiences such as participating in clubs and extra-curricular activities.
2	Limited vocabulary, not just tier 3 context specific (technical) vocabulary, but also tier 2 high frequency/multiple meaning vocabulary.
3	Lack of home support and parental engagement in school activities and learning.
4	Disrupted schooling due to multiple family relocations and absences.
5	Lack of pupil engagement in learning and social interaction difficulties in pupils with attachment and developmental trauma.

## 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
Varied life experiences	Children will actively engage in the arts and enrichment activities and be able to talk about new and varied experiences, using appropriate vocabulary. Their cultural capital will be increased and they will be able to relate more to curriculum discussions supporting their ability to access more learning and make greater progress.
Improved vocabulary	Children will be able to use and understand tier 2 vocabulary with greater fluency. Attainment in reading and writing will be improved to be in line with national measures.
Increased home support and parental engagement	Parents will feel more confident and empowered in supporting their children with learning from home. Children will benefit from additional support at home with reading and maths practice.
Academic gaps narrowed	Children who have experienced disruption in their schooling (including COVID closures) will benefit from having specific knowledge and skills gaps identified and addressed.
Improved pupil engagement	Children who have suffered developmental and attachment trauma will be able to engage in their own learning and participate in the full curriculum and have positive social interactions and relationships with their peers. Improved positive behaviours for learning.

## 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: £38830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 1 and Reception teachers working with the Maths Hub to be trained to deliver the Mastering Number programme supporting improved number security across KS1.  All teachers working with new sequenced planning and trained by the English advisor to improve teaching	Supporting high quality first teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. <a href="#">EEF Effective CPD</a>	2, 4

<p>and learning in writing across KS1 and KS2.</p> <p>English Hub and English advisor to coach and mentor KS2 teachers and 8 TAs to deliver high quality inspiring reading and phonics intervention for up to 6 pupils each from Year 2 to Year 6.</p>		
<p>Ongoing coaching and mentoring of teaching and support staff from Reception and KS1 by the English Hub</p>	<p>Professional development to support the consistent implementation of the chosen systematic synthetic phonics approach.</p> <p><a href="#">Phonics</a></p>	<p>2, 3, 4</p>
<p>Teaching assistants to attend CPD to support understanding of key roles across the school, subject specific learning and specific SEND needs and how to support pupils to access learning, become more independent learners and make links between interventions and class learning.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">EEF Professional Development</a></p> <p>Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM)<sup>1</sup>. TAs also work more closely with pupils from low-income backgrounds. Indeed, expenditure on TAs is one of the most common uses of the Pupil Premium in primary schools, a government initiative that assigns funding to schools in proportion to the number of pupils on FSM.</p> <p><a href="#">EEF Teaching Assistants</a></p>	<p>2, 3, 5</p>

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

Budgeted cost: £19415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention: Training provided for Teaching Assistants to deliver Little Wandle Rapid Catch Up	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. <a href="#">EEF Phonics</a>	4, 5
Upper Key Stage 2 small group tuition and extension groups to support children's learning gaps	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <a href="#">EEF Small group tuition</a>	2, 3, 4
Sensory circuit provision to small groups daily to support readiness for learning, self-regulation and physical awareness and development	Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.	5

	<p>Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p><a href="#">EEF Physical activity</a></p>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19415

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>18 week Penn Resilience programme to be delivered to Year 6 to support resilience and independence at school and to support with preparedness for transition</p>	<p>approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p><a href="#">EEF Metacognition</a></p>	<p>3, 4, 5</p>
<p>Family Support worker provides support to pupils in school to support their wellbeing, friendships and resilience, as well as supporting their families to access wider parenting support for needs.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p> <p><a href="#">EEF Behaviour Interventions</a></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their</p>	<p>3, 4, 5</p>

	<p>children's academic learning. It includes:          approaches and programmes which aim to develop parental skills such as literacy or IT skills;          general approaches which encourage parents to support their children with, for example reading or homework;          the involvement of parents in their children's learning activities; and          more intensive programmes for families in crisis.</p> <p><a href="#">EEF Parental Engagement</a></p>	
<p>Mentoring of pupils, particularly boys, to support confidence and build relationships in school, supporting regulation to access learning.</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p><a href="#">EEF Mentoring</a></p>	2, 3, 5
<p>Phonics and early reading information and support for parents through workshops and drop-ins, shared reading with children supported by the Reading Lead.</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p><a href="#">EEF Parental Engagement</a></p>	3, 4
<p>Opportunities for wider educational experiences through subsidised after school clubs (Netball, football, multi-sports, Lego, drama and dance); wider opportunities (Maths master class) and trips (Kew Gardens, National Gallery).</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to</p>	1, 2, 5

	<p>develop engagement and oral language before a writing task.  <a href="#">EEF Arts participation</a></p> <p>Physical activity refers to approaches that engage pupils in sports, dance, or any kind of physical exercise.  <a href="#">EEF Physical activity</a></p>	
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**Total budgeted cost: £77660**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Outcomes for pupils at the end of Year 6 showed an increase in the % of Pupil Premium pupils achieving the expected standard in combined reading, writing and maths (RWM) compared to the previous year by 28%. This group also outperformed the non-PPG pupils in combined RWM. There will be no progress data for 2023-2024.

The consistent approach to teaching phonics and early reading led to a 22% increase in those passing the phonics screening at Year 1, and of those retaking the screen in Year 2, 81% passed. Of those who didn't pass the screen in Year 1, fewer than 45% were Pupil Premium. Our internal tracking showed that pupils in Year 2 made good progress in reading: +22% compared to their reception GLD. 78% of the Pupil Premium children achieved the expected standard which is higher than non-PPG and the class as a whole. Parent workshops on supporting with early reading have ensured that reading and phonics practice at home has improved with parents feeling more confident.

In Reception, Pupil Premium Eligible children outperformed non-PPG children in attaining a good level of development by 5% with an increase of 54% on the prior year. The routines and readiness for Year 1 have improved.

Weekly mentoring sessions supported children to gain self-confidence and ownership of their learning, while counselling supported children to process previous trauma to be able to attend well and regulate better to be more ready to access learning. Resilience, behaviour and friendship groups supported children to feel more confident and develop improved relationships to feel happier coming to



school, with improved attendance rates (up by 1.8%). Children have begun to develop their emotional literacy and to more effectively manage friendships and social interactions.

We have provided breakfast club places to support parents and facilitate children being in school on time ready for the start of the day. We have worked closely with families and our Family Support workers to analyse barriers to attendance and to support families with home routines, flexibility in approach and access to support for those reluctant to attend school.

### **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>
Little Wandle Letters and Sounds Revised	Wandle Learning Trust
Essential Writing	HFL Education
Penn Resilience Mentoring	Vista St Albans Plus
White Rose Scheme	White Rose
Counselling	Safe Space