

Pupil premium strategy statement- Windermere Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	172
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
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	£68385
Recovery premium funding allocation this academic year	£1776
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70161

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 and 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. The funding is also 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 tutoring and 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.
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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
Varied life experiences	Children will be able to talk about new and varied experiences, using appropriate vocabulary and they will be able to relate more to curriculum discussions.
Improved vocabulary	Children will be able to use and understand tier 2 vocabulary with greater fluency. Attainment in reading and writing will be improved.
Increased home support and parental engagement	Parents will feel more confident in supporting their children. 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.

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: £35080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment	2, 4
	Professional development to support the consistent implementation of the chosen systematic synthetic phonics approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4
Phonics and early reading information and support for parents	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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	3, 4

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

Budgeted cost: £17541

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Oral language interventions to develop spoken language and verbal interaction</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>High quality language development and an improved quality of classroom talk enables children to <i>know more, do more and remember more</i>.</p>	<p>2, 4</p>
<p>Small group tutoring to provide tuition for most disadvantaged pupils.</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4,5</p>

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

Budgeted cost: £17540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, self-regulation, mentoring, family support worker</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional literacy skills at all ages than their non-disadvantaged peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional literacy skills are linked with poorer mental health and lower academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionalllearning</p> <p>Metacognition and self-regulation 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. 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,4,5</p>

<p>Opportunities for wider educational experiences.</p>	<p>There is intrinsic value in teaching pupils creative, sports and performance skills and ensuring disadvantaged pupils access a rich and stimulating education. Arts and sports participation may be delivered within the core curriculum, or through extra-curricular clubs or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Developing a wide and enriching curriculum, improves children’s learning by enabling them to make greater connections to their learning, helping them to remember more.</p>	<p>1, 2, 5</p>
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Total budgeted cost: £70161

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 2022 to 2023 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 disadvantaged pupils achieving the expected standard in reading, writing and maths compared to the previous year by 22%. The changes for each individual subject vary but all show an improvement.

Changes to the teaching of whole class reading were made using a wider range of texts and approaches, and have led to an improvement in reading outcomes at the end of KS2 up by 3% at the expected standard overall, with a greater increase in the attainment of disadvantaged pupils by 17% on the previous year.

In the phonics screening check for Year 1, attainment for the disadvantaged was the same as for the non-disadvantaged. Of those who were screened from Year 2, 57% were disadvantaged and of those 75% passed with the remainder making further progress within the programme from their start points.

The reduction social skills and development of children impacted by the COVID lockdowns is still evident in learning behaviors and friendships. Friendship groups, social stories, mentoring and ‘Time to Talk’ sessions with the school’s Family Support Worker, as well as the in-class pastoral support offered by teachers and teaching

assistants have helped pupils to develop their emotional literacy and to more effectively manage friendships and social interactions. Further work on supporting children to develop self-regulation is needed to support children with transitions and times of change.

The school offers strong transition programmes for all pupils and in particular pupils with special educational needs, disadvantaged pupils and those impacted by attachment or developmental trauma. This includes additional opportunities to visit the classroom and meet the teacher before returning at the beginning of the school year, as well as the provision of transition booklets detailing routines and classroom adults for the coming year.

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.

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust