

# Pupil premium strategy statement



Winsford High Street  
Community Primary School

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Winsford High Street Community Primary School
Number of pupils in school	517
Proportion (%) of pupil premium eligible pupils	2023-2024- 26% 2024-2025 – 32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	Autumn 2023 (updated Autumn 2024)
Date on which it will be reviewed	Summer 2025 (evaluation) Summer 2026 (final evaluation)
Statement authorised by	Mark Joule
Pupil premium leads	Megan Hammond, Ryan Allen and Rachael Baker
Governor / Trustee lead	David Stott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	24-25- £251,239.00
Recovery premium funding allocation this academic year	23-24- £21,750.00 (Recovery Premium has been withdrawn Autumn 24).
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£251,239.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Winsford High Street Community Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We want our children to feel welcome, happy and safe in our school community as we strongly believe that, with the correct support systems in place, we can support all children. We are determined to ensure that our children are given every chance to realise their full potential. Our strategy document has been underpinned to develop our children's progress and engagement with our vocabulary-rich curriculum, build on their culture capital through first-hand experiences and to ensure that they are emotionally and socially ready to learn. To achieve our key principles, we plan to use a range of evidence-backed strategies which target our vulnerable and disadvantaged children's needs.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school with limited vocabulary, knowledge of stories and speech and language.
2	Most pupils begin their learning journey at High Street working below the national expectations of Nursery/Reception children ( <i>EYFS baseline data supports this statement</i> ).
3	Parental support and engagement with the school community – including supporting pupils learning during any isolation periods and by reading at home regularly.
4	For some pupils their attendance is below our expectations and they miss out on important learning regularly- particularly following home learning periods.
5	We recognise we need to raise the aspirations of our children in partnership with parents and carers by setting high expectations and increasing children's culture capital through hands-on experiences.
6	Our vulnerable and disadvantaged pupils and their families benefit from the involvement of our Family Support Worker. Some of our disadvantaged pupils live with complex family circumstances ( <i>supported by our disadvantaged calculator</i> ).
7	Emotional wellbeing of pupils. Some pupils eligible for pupil premium have low self-esteem and low self-confidence.

## 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
To increase the % of pupil premium pupils achieving ARE in Reading (in-line with pupils at High Street).	A *4% increase in the number of pupils achieving ARE in reading using school assessments.
To increase the % of pupil premium pupils achieving ARE in maths (in-line with pupils at High Street).	A *4% increase in the number of pupils achieving ARE in maths using school assessments.
To increase the % of pupil premium pupils achieving ARE in writing (in-line with pupils at High Street).	A *4% increase in the number of pupils achieving ARE in writing using school assessments.
To increase whole school attendance to 97%.	Whole school attendance increase to 97%.
To increase the culture capital of our pupil premium pupils by enabling them to participate fully in school trips and educational visits.	All pupil premium pupils will engage with school trips, residential visits and forest schools. Funding used to contribute 30% towards the cost of residentials and trips.

\*In order to ensure intended outcomes are specific/measurable, we are aiming for a specific 4% increase.

## 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: £70,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Read Write Inc Phonics</b> -Training and ongoing support for staff delivering RWI sessions. -RWI training, scheme and resources enrolled throughout school.	<b>EEF Toolkit-</b> Mastery approaches have consistently positive impacts  <b>EEF Toolkit-</b> Phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
<b>Additional support for phonics-</b> -Additional staff	<b>EEF Toolkit-</b> Mastery approaches have consistently positive impacts	1, 2

released to take RWI groups. -Release time for phonics lead to mentor/monitor and deliver RWI tutoring sessions.	<b>EEF Toolkit-</b> Phonics has a positive impact (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
<b>Additional teaching support within year groups- smaller class sizes, focus-groups etc</b>	<b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2, 3, 5, 7
<b>Ongoing CPD to ensure Quality First Teaching for all</b>	<b>The Sutton Trust-</b> Quality First Teaching has a direct impact on pupil outcomes. <b>EEF Guide to Pupil Premium-</b> tiered approach – teaching is the top priority including CPD. <b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2
<b>ECT Training and experienced support teachers</b>	<b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1, 2

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

Budgeted cost: £80,795.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Speech and Language sessions</b> (inc. a specialist S&L TA to deliver interventions and Wellcomm)	<b>EEF Toolkit:</b> Oral language interventions have a high impact on pupil outcomes of 6 months' additional progress.  <b>Zero to Three study-</b> By the age of 3 there is a significant 'word gap' between disadvantaged and non-disadvantaged children.	1, 2
<b>Social and Emotional Interventions</b> -ELSA -Play/Art therapy -Lego therapy	<b>EEF Toolkit:</b> Social and emotional interventions have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of the academic year.	2, 4, 5, 6, 7

<b>Dyslexia Specialist Support Teacher</b>	<b>EEF Toolkit:</b> Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for struggling readers.	1, 2, 4
<b>Targeted academic support</b> -Reading, Writing and Maths Boosters (Teacher/Teaching Assistant led)	<b>EEF Toolkit-</b> Tuition is very effective at improving pupil outcomes, particularly for those identified as having low prior attainment or those who are struggling with a particular area.  <b>EEF Toolkit-</b> Teaching assistants provide a large positive impact on learner outcomes, particularly when effectively deployed.	1, 2, 4
<b>Reading Strategies</b> -Additional 1:1 reading support -RWI Fast Track Tutoring -Boom Reader	<b>EEF Toolkit:</b> Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Pupils must be taught strategies and approaches to learning explicitly and consistently.	1, 2, 4

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

Budgeted cost: £103,174.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Building on pupils' cultural capital through School Trip and Residential Subsidies</b>	Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.  Pupil voice reflects engagement and enjoyment of residential visits.  <b>Zero to Three study-</b> By the age of 3 there is a significant 'word gap' between disadvantaged and non-disadvantaged children.	1, 2, 5, 6, 7
<b>Building on pupils' cultural capital through Outdoor Learning</b> -Small group sessions -Whole class sessions	<b>EEF-</b> Outdoor adventure learning shows positive benefits on academic learning and self-confidence.  <b>Zero to Three study-</b> By the age of 3 there is a significant 'word gap' between disadvantaged and non-disadvantaged children. Outdoor learning has been proven to support with vocabulary, speech and language.	1, 5, 7
<b>Breakfast Club/After School Club subsidies</b>	In-school parent and child feedback- Improved attendance and support in place for our families.	3, 4, 6

<b>Family Support Worker</b>	<p>In-school parent feedback</p> <p><b>EEF Toolkit-</b> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Dedicated person in role who builds relationships built on trust who listens to them and provides the support they require. This leads to improved relationships between school and home.</p>	3, 4, 5, 6, 7
<b>Attendance Officer</b>	We've found that a dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good attendance.	4, 5

**Total budgeted cost: £231,270.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Review of outcomes 2022-2024

Internal assessments reflect an increase in outcomes for some of our disadvantaged pupils.

#### **Phonics data successes –**

The roll out of the Read, Write Inc phonics scheme has positively impacted outcomes for all pupils in developing their reading skills but particularly for our disadvantaged pupils (many of whom access our 'Fast-Track Tutoring' phonics intervention delivered to those at risk of 'falling behind').

2021-2022 Whole school	2021-2022 Disadvantaged pupils	2022-2023 Whole school	2022-2023 Disadvantaged pupils	2023-2024 Whole school	2023-2024 Disadvantaged pupils
63%	29%	83%	75%	85%	80%

**Attendance** – Attendance for our pupil premium children is currently 92%. We haven't yet achieved our whole school attendance target of 97% however, with non-pupil premium attendance at 93%, the gap has closed slightly.

**Social and emotional wellbeing interventions** - Some of our strategies such as ELSA involve assessments that measure pupils' emotional wellbeing. These assessments have shown a positive impact on our children's wellbeing.

**Speech and language** – Assessments carried out for speech and language reflect the impact of additional speech and language support for those in need. The most impact was reflected in children who had accessed support from our dedicated speech and language intervention teaching assistant.

**Residential pupil voice** – Through the use of pupil voice, we have been able to gather pupil's views on our residential visits and consider how subsidising these visits for our pupil premium children has a positive outcome for them. All children asked explained that they enjoyed their residential visit that year. Children shared their thoughts on the visits being fun and enjoying having time with friends.

## 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
Pathways to read, write and spell	The Literacy Company
Wellcomm	GL assessment
Online reading diary	Boom Reader
Maths No Problem!	Maths No Problem!

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our service pupil premium was allocated alongside our wider pupil premium funding, targeting our vulnerable pupils' needs.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of this funding is evaluated with the 'pupil premium strategy outcomes'.



## Further information (optional)

### **Additional activity**

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

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Beginning a whole-school journey on embedding metacognition and understanding the pedagogy around this before implementing with the ambition to raise disadvantaged pupils' attainment.
- Enrolling the support of a designated mental health lead within school and drawing on the support of our local Mental Health Support Team.

### **Planning, implementation, and evaluation**

As part of our ongoing aim to improve outcomes for disadvantaged pupils we participated in an ongoing programme 'Improving outcomes for disadvantaged learners' in collaboration with the EEF and research schools. As part of this course, we worked hard to look specifically at the needs of our disadvantaged children. We devised a 'disadvantaged calculator' to gain an overall of our pupil profile and used this alongside EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. It also gave us the opportunity to work with other settings and to share good practice. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.