

# Pupil premium strategy statement



Winsford High Street  
Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 and 2022-2023 academic years) 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	504 (exc Nursery)
Proportion (%) of pupil premium eligible pupils	2021-2022: 30% (exc. Nursery) 2020-2021: 27% (exc. Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	October 2021
Date on which it will be reviewed	<b>Updated and reviewed July 2022</b> (reviews highlighted in yellow) July 2023
Statement authorised by	Mark Joule
Pupil premium lead	Megan McCabe
Governor / Trustee lead	David Stott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,345
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	22-23: £ 232,660 21-22: £214,640

# 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 it is not about where you come from but your passion and thirst for knowledge and your dedication and commitment to learning that make a difference. 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: £138,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <p>-Training and support for staff with whole-class mastery approach.</p> <p>-RWI training, scheme and resources enrolled throughout school.</p>	<p><b>EEF Toolkit-</b> Mastery approaches have consistently positive impacts</p> <p><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.</p>	1, 2

<p><b>Additional support for phonics-</b> -Additional staff released to take phonics groups. -Release time for phonics lead to mentor/monitor and deliver RWI tutoring sessions.</p>	<p><b>EEF Toolkit-</b> Mastery approaches have consistently positive impacts</p> <p><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.</p>	1, 2
<p><b>Additional teaching support within year groups- smaller class sizes, focus-groups etc</b></p>	<p><b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2, 3, 5, 7
<p><b>Ongoing CPD to ensure Quality First Teaching for all</b></p>	<p><b>The Sutton Trust-</b> Quality First Teaching has a direct impact on pupil outcomes.</p> <p><b>EEF Guide to Pupil Premium-</b> tiered approach – teaching is the top priority including CPD.</p> <p><b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2
<p><b>Pathways to Spell / Pathways to Read</b> -Explicit focus on teaching vocabulary</p>	<p><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.</p> <p><b>Zero to Three study-</b> By the age of 3 there is a significant ‘word gap’ between disadvantaged and non-disadvantaged children.</p>	1, 2, 5
<p><b>ECT Training and experienced support teachers</b></p>	<p><b>EEF Toolkit-</b> Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.</p>	1, 2
<p><b>My Happy Mind Programme</b> (supporting staff and pupils) Following evaluation from staff and pupils, this will not continue in the next academic year (22-23 onwards). Other support systems have enrolled.</p>	<p><b>My Happy Mind/NHS-</b> The My Happy Mind programme delivered to all children in order to give all children the ability to understand their mental wellbeing. My Happy Mind use has seen a 67% decrease in children needing SENCo support and a 43% decrease in CAMHS referrals. This supports our children, ensuring that they are emotionally ready to learn.</p>	1, 2, 4, 5, 6, 7

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

Budgeted cost: £39,080

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> -School-led tutoring -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> -Reading Plus -Additional 1:1 reading support and fast-track tutoring	<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: £81,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Building on pupils' cultural capital through School Trip and Residential Subsidies</b>	<p>Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil voice reflects engagement and enjoyment of residential visits.</p>	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.	1, 5, 7
<b>Breakfast Club/After School Club subsidies</b>	In-school parent and child feedback	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: £258,776**

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

### Pupil premium strategy outcomes

#### Review of outcomes 2021-2022

Our internal assessments show that the number of Pupil Premium children at High Street achieving the expected standard or above has increased overall for most cohorts during 2021-2022 in reading, writing and maths.

Attendance for our pupil premium children is currently at 91.17% (whole school 93.5%) we will continue working towards our intended outcome.

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.

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. When asked what their favourite part of the visit some responses were: "When we went in the gardens at Chatsworth House", "I loved going into the forest", "On Tuesday, we did water sports, paddle boarding and jumping off the pier was the best bit!" and "the climbing centre because you are able to do different climbs and I've not done it before". When asked if they faced and overcame any challenges whilst away children shared their ideas: "Trying new food", "staying away without my Mum. Every sleepover I am normally with my Mum", "staying far away from home for the first time", "canoeing", "rock climbing", "new adventures" and "trying new food".

## Review of outcomes 2020-2021

Due to Covid National Standardised Tests did not take place in 2020 or 2021. Below, we have reflected on internal data to show the impact of our strategies.

Both prior to and post the January 2021 lockdown we worked hard to ensure that our strategies were implemented to ensure to minimise the interruption to our children's learning. We purchased Samsung tablets for every pupil at our school to ensure that all children could access remote learning delivered during the lockdown and as a tool to engage children further with their learning in the classroom.

Maths, writing and reading boosters continued to take place and were increased in frequency due to our staggered starts and ends to the day. We were able to deliver effective pre-teaching sessions and same-day interventions, targeting our vulnerable and disadvantaged children's maths, reading and writing.

ELSA strategies noted significant progress in pupils' ability to express and understand their emotions, particularly at a time of such uncertainty and disruption. Data gathered both pre and post-intervention reflects this progress.

Speech and Language interventions continued for pupils over the whole academic year. These took place virtually using the children's tablets over the lockdown period. Data of children achieving their targeted and specific targets reflects our progress with this.

Our family support worker, alongside our teachers, continued to work with our vulnerable families during the lockdown. This ensured we were making regular contact to support our families.

Staff continued to access CPD over the lockdown and participated in a range of training/CPD opportunities.

Our in-school assessments for Summer 2020 reflect the disruption children faced with their learning during the Covid lockdowns.

## **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>
Pathways to read, write and spell	The Literacy Company
Reading +	Reading solutions
Wellcomm	GL assessment

## **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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.