



# Pupil premium strategy statement



Winchelsea Primary School  
'All individuals matter'

## School overview

Detail	Data
School name	Winchelsea Primary School
Number of pupils in school	Whole School: 218
Proportion (%) of pupil premium eligible pupils	64 29.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2027
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Summer 2024 (Then yearly)
Statement authorised by	Tracy Boulter
Pupil premium lead	Tracy Boulter
Governor lead	Lynsey Gove

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,360 (57)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£81,189
<b>Total budget for this academic year</b>	<b>£165,549</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Winchelsea Primary school, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and have access to a range of extra-curricular activities to enhance their curriculum experience. The focus of our pupil premium strategy is to provide every child, regardless of their background, with the opportunity to thrive academically, socially, and emotionally: no child will be disadvantaged at our school.

The Pupil Premium funding is a vital resource that allows us to address the specific needs of our disadvantaged pupils, ensuring that we overcome barriers to learning and enable all children to reach their full potential. Our approach is underpinned by a commitment to equity, high expectations, and inclusive education.

Quality first teaching is our main priority, ensuring that disadvantaged pupils are fully supported and can access all learning. We will ensure that staff are trained in evidence-based strategies for improving outcomes for disadvantaged pupils, including effective adaptations. 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. This will ensure that outcomes of non-disadvantaged pupils will be sustained and improved alongside their disadvantaged peers and that higher attaining pupils for both disadvantaged and non, will continue to make good progress and be challenged.

We will regularly track pupil progress, using data to identify needs early and implement timely interventions. We will use external moderators and specialists to help us ensure that assessments are accurate and inform teaching and learning to accelerate progress.

Many of our disadvantaged pupils face barriers that impede their academic progress, including socio-economic challenges, gaps in prior learning, and limited access to resources. We aim to provide targeted academic interventions, including high-quality teaching and one-to-one or small-group tutoring, to address gaps in learning.

Raising aspirations is central part to our strategy to help disadvantaged pupils recognise their potential and enable social mobility (cultural capital). We aim to increase their access to enriching experiences by organising extracurricular activities, such as school trips, arts activities, and sports clubs, that allow pupils to experience a range of cultural, academic, and creative opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Baselines, assessments and observations show that many disadvantaged pupils enter Nursery and Reception with less developed speech and language with limited vocabulary.</p> <p>Expanding vocabulary, speaking, listening and language skills are needed, particularly through immersive language experiences and SALT.</p>
2	<p>Baseline data shows that Reception and Year 1 children struggle with early reading and phonics. Data shows that a significant proportion of our disadvantaged pupils are not meeting expected standards in phonics by the end of Year 1.</p> <p>These pupils struggle with early reading skills, which impacts their ability to access the curriculum. Closing this gap requires targeted phonics intervention and consistent support for early readers.</p>
3	<p>Assessments and observations indicate that disadvantaged pupil's confidence and stamina for writing, attainment and progress in writing is not in line with those children that are non-disadvantaged.</p>
4	<p>Our internal data tracking shows a significant gap in reading attainment between disadvantaged pupils and their peers in comprehension and fluency.</p>
5	<p>Our internal data tracking shows a significant gap in maths attainment between disadvantaged pupils and their peers in particular they struggle to recall multiplication facts, problem solve and reason.</p>
6	<p>A high percentage of disadvantaged pupils report anxiety, low confidence, and emotional challenges compared to non-disadvantaged peers.</p>
7	<p>Attendance data shows that disadvantaged pupils have higher rates of absenteeism or persistent absence.</p>
8	<p>Our records of extracurricular participation show that disadvantaged pupils engage in fewer enrichment activities and cultural experiences compared to their peers.</p>

## 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
<p>Improved Oracy and Vocabulary skills among those children who are disadvantaged.</p> <p>Disadvantaged pupils will make significant improvements in</p>	<ul style="list-style-type: none"> <li>Assessments and observations will indicate that pupil's speech, language, communication and oracy development has been accelerated and that their use of vocabulary has developed.</li> </ul>

communication, language (CLL) and literacy skills in EYFS.	
Improved phonics outcomes.	<ul style="list-style-type: none"> <li>Phonics outcomes will show that all disadvantaged pupils pass the phonics screening test.</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS1 and KS2 assessments will show that disadvantaged pupils perform in line with their peers and make expected progress.</li> <li>All pupils will be fluent readers.</li> </ul>
Improved writing attainment and stamina for writing among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS1 and KS2 assessments will show that disadvantaged pupils perform in line with their peers and make good progress.</li> <li>Books, assessments and moderation shows that writing stamina has improved and disadvantaged pupils can write at length, using the expected age-appropriate punctuation, spelling and grammar.</li> </ul>
Improved attainment of maths and knowledge of times tables facts among disadvantaged pupils.	<ul style="list-style-type: none"> <li>KS1 and KS2 assessments will show that disadvantaged pupils perform in line with their peers and make expected progress.</li> <li>All disadvantaged pupils pass their Year 4 multiplication test and can recall facts with ease.</li> </ul>
<p>To continue to improve well-being for all pupils in school and support disadvantaged pupils to develop resilience, good mental health and independence.</p> <p>Pupils, parents and staff will work in partnership with external agencies to support children who are vulnerable.</p>	<ul style="list-style-type: none"> <li>Pupils will be engaging in ELSA, group work and 1:1 support from Needbright solutions.</li> <li>Pupil voice will show that all pupils are able to use strategies to maintain a good level of confidence, mental well-being and use coping strategies for anxiety.</li> <li>Pupils display strategies for independence and resilience.</li> </ul>
Disadvantaged pupils will have increased participation in enrichment activities and cultural experiences enabling them to develop broader interests, enhance their cultural capital and build skills beyond the academic curriculum.	<ul style="list-style-type: none"> <li>There has been an increased number of disadvantaged pupils participating in extracurricular activities, including competitions and events.</li> <li>Pupils will have increased confidence in areas beyond the curriculum expectations.</li> </ul>
<p>To sustain a good level of attendance for all pupils, particularly disadvantaged pupils.</p> <p>To ensure that pupils are on time for school and have access to breakfast on a daily basis.</p>	<ul style="list-style-type: none"> <li>The overall attendance is over 97%</li> <li>Pupils who are disadvantaged attend well and in line with those who are not.</li> <li>Pupil's punctuality is good and is in line with pupils who are disadvantaged.</li> <li>Pupils are on time and having breakfast.</li> <li>The percentage of pupils who are persistent absentees has significantly reduced and that disadvantaged pupils are not higher than non-disadvantaged pupils.</li> </ul>

Activity in this academic year

## Teaching

Budgeted cost: £60,254 (this includes the previous year carry forward)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure fidelity to a DFE validated systematic synthetic phonics scheme to secure strong teaching in EYFS and KS1.</p> <p>Phonics lead to be released to coach staff, deliver training.</p> <p>English hub support and CPD pathways for individual staff to support groups of children.</p> <p>Keep up and catch-up sessions for pupils daily.</p>	<p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>EEF Guidance - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p>	<p>1,2</p>
<p>Resources to deliver the Little Wandle phonics programme, including the fluency and a catch-up programme for KS2.</p>	<p>EEF – Effective Professional Development Guidance</p> <p>The DfE Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>Statutory framework for the early years September 2021</p>	<p>1,2,4</p>
<p>Enhancement of teaching and learning through effective and accurate assessment.</p> <p>Including external moderation and cover.</p> <p>Purchase of standardised diagnostic assessments.</p>	<p>To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Accurate assessment for learning will ensure that pupils can have targeted support and resources and lessons are tailored to meet their needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Standardised tests can provide reliable insights into a child’s abilities and identify gaps in learning to inform interventions and enhancements.</p>	<p>3,4,5</p>
<p>Ensuring all pupils have access to quality first teaching and learning.</p>	<p>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</p>	<p>1,2,3,4,5</p>

	<p>essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	
<p>Enhancement of teaching and learning through effective use of speech and language development, oracy, spelling and vocabulary. We will fund resources and CPD.</p>	<p>To ensure that classroom teaching is high quality and targeted to meet the needs of all pupils and challenge those who need to be extended. Use of oracy and vocabulary development will be developed through CPD</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3

## Targeted academic support

Budgeted cost: £67,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs deliver targeted interventions to help support learning and accelerate progress.	EEF Guidance - Use TAs to deliver high quality one-to-one and small group support using structured interventions Research into TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1,2,3,4,5
Fund well-being groups and intervention to support the development of well-being, confidence and self-esteem.	EEF Toolkit: Social and Emotional support – can have a n impact of +4 months (decision making, self-management of emotions and interaction)	6
1 to 1 phonics intervention in addition to Little Wandle daily lessons.	EEF Toolkit: Phonics – can have an impact of +5 months and low cost. 1 to 1 tuition – can have an impact on +5 months.	1, 2, 4
Speech and language provision. (Wellcom, Neli)	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. <a href="https://ed-">https://ed-</a>	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	
Booster groups for maths.	EEF Toolkit: Small group tuition – can have an impact of +4 months 1 to 1 tuition – can have an impact on +5 months.	5

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

Budgeted cost: £38,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA and SEMH support, wellbeing team, including behaviour specialist advice, 1:1 work with pupils and families.	EEF – Social Emotional Learning, Wellbeing and Mental Health EEF – Improving Social and Emotional Learning in Primary Schools Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)	6,7,8
Subsidise breakfast club / after school clubs (if paid).	EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months.	7,8
Subsidise trips, visits and experiences.	Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)	7,8
To support low attendance, persistent absence and repeated lateness through challenge, providing support, breakfast club and monitoring.	NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment. Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	7, 8

**Total budgeted cost: £ 165,549**

### 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.*

<b>Programme</b>	
WELLCOM	Little Wandle
MHST	NELI
NELI	Accelerated Reader
Spelling Shed	Mathletics

## 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.

Aim	Outcome
Phonics	Phonics outcomes improved as a result of enhancements so that more pupils were able to pass the phonics screening test.
Catch up	Pupils who are in receipt of Pupil Premium received enhancements, interventions and catch up support. Most pupils were able to make better progress from starting points.
Wellbeing support	Pupils who are in receipt of Pupil Premium, Free school Meals or classed as 'disadvantaged received pastoral support through ELSA work, Friends club, one to one support and emotional support.
Attendance	<p>The children who are in receipt of Pupil Premium, Free school Meals or classed as 'disadvantaged absence decreased by 1.4% during the last academic year. However the overall absence for this cohort is still 5.6%.</p> <p>Persistent absence had decreased by 2.5% for these children during the last academic year.</p> <p>0% of these pupils are classed as severely persistently absent.</p>

### Service pupil premium funding

*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?	See detailed opportunities below:
Purchase of bluey iPads	A set of iPads have been purchased for the services children to use when parents are deployed.

	They may be able to use these to send emails if permitted and can take photos of pieces of work they have completed and are proud of for sharing.
Poppy mugs and Remembrance pins	Each child was gifted a Poppy mug and a purple animal remembrance pin to commemorate the occasion.
Remembrance tea	Services families were invited to join the remembrance assembly and then to stay for an afternoon tea with their child. This provided an opportunity once again for our services families to connect.
Reading Force resources for all age groups	Reading Force uses books to bring Forces children and families closer together. It is a shared reading initiative, encouraging families to read, talk, and scrapbook about a book, improving communication and enriching relationships with books and each other whilst away from home
IBCC visit and pottery workshop	A Fly Away Day School Workshop was provided by Lincolnshire County Council's Investigate Learning Aviation Team in partnership with the International Bomber Command Centre Lincoln. A pottery painting activity took place provided by The Pottery Painting Café Sleaford. In the afternoon the children were taken on guided tours of the centre by the learning team which included the interactive exhibition, the spire, memorial walls and grounds.
Purchase of Services Hanger Electricity source for the hanger Ground preparation	This is to provide a space for our services families to meet, or to allow children a quiet space in which they can communicate with family members when they are away. Also, pending an opportunity to take some time to reflect or discuss emotions and be supported by a nominated adult.
What was the impact of that spending on service pupil premium eligible pupils?	Service premium children were able to work together and experience trips, visits and opportunities together as a group.