

# Pupil premium strategy statement – Winkleigh Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data         |
|--|--------------|
| Number of pupils in school   | 177          |
| Proportion (%) of pupil premium eligible pupils  | 19%          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027    |
| Date this statement was published  | October 2024 |
| Date on which it will be reviewed  | October 2025 |
| Statement authorised by  | V Fenemore   |
| Pupil premium lead   | W Slocombe   |
| Governor / Trustee lead  | W Slocombe   |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £46895 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £3480  |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £50375 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Federation uses the grant to narrow achievement gaps between these students and other (non-PP) students nationally – “closing the advantage gap”. Not all our children eligible for PP funding have lower attainment than their peers, and in such cases the grant is used to help improve the achievement of these students so that they reach their full potential.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Attendance – children needing to be in school for the start of the school day and regularly.          |
| 2                | Learning – children in the PPG are making as good or better progress compared to their similar peers. |
| 3                | TA support – Use of teaching assistants across the school to support children with learning.          |

## 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   |
|---|--|
| Children attend school regularly and on time.                           | Attendance data above 95%  |
| Attainment for children in PPG is as good or better than similar peers. | School collected data and nationally published data.                               |
| Targeted TA support.  | Teachers' planning and classrooms evidence that TAs are being used to support PPG. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15848

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Staff CPD as part of weekly teachings staff meetings and half termly TA meetings. Addresses and reviews strengths and weaknesses in targeted support for closing the gap for disadvantaged children. CPD also on behaviour management and safeguarding regularly provided. | Education Endowment Fund<br><br>Data indicates need.<br><br>Monitoring of CPOMs incidents to monitor trends in behaviour, safeguarding and attendance. | 1, 2, 3                       |
| Teachers continue to line manage their TA support staff to ensure targeted provision is provided where necessary. This leads to in-class interventions, pre-teaching and close monitoring.   | Whole school ethos.<br><br>Education Endowment Fund.   | 3                             |
| Daily use of running track, children aiming for daily mile. 1.5 hrs (KS1) and 2 hrs (KS2) of PE per week.  | NHS Active lifestyles<br><br>EEF   | 1, 2                          |
| HLTA support across KS2 to ensure high-quality catch-up is in place.   | EEF<br><br>Support staff provision regularly reviewed.   | 3                             |
| Teacher analysis of data and reports to parents, 3 times a year. Maintains regular communication with parents and opportunities to review  | Teacher analysis of data.<br><br>Attendance reports.   | 1, 2, 3                       |

|   |             |         |
|---|-------------|---------|
| progress. Regular communication regarding attendance targets and percentages. |             |         |
| SIP linked to data and targeted provision.                                    | Data driven | 1, 2, 3 |

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

Budgeted cost: £ 33389

| Activity   | Evidence that supports this approach                | Challenge number(s) addressed |
|--|---|-------------------------------|
| Daily 1:1 reading  | Teacher toolkit                                     | 2                             |
| Nessy  | Recommended / diagnostic                            | 2                             |
| Bug club   | Recommended / diagnostic                            | 2                             |
| Nuffield early intervention language                             | DfE intervention                                    | 2                             |
| Babcock teaching sequences                                       | Devon Education Services                            | 2                             |
| Lego therapy   | Recommended / diagnostic                            | 2                             |
| Meet and greet for all children, enhanced for targeted children. | Reducing anxiety, secure and safe start to the day. | 2                             |
| Jump start Johnny  | Positive effect on learning                         | 1, 2                          |
| Speech and language therapy                                      | Early intervention                                  | 2                             |

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

Budgeted cost: £ 1963

| Activity  | Evidence that supports this approach                                  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Wrap around care provided by school.              | Supports attendance and healthy lifestyle with good start to the day. | 1, 2                          |
| SLT time for early help intervention and referral | Devon's approach regarding support for families.                      | 1, 2                          |

|   |  |         |
|---|--|---------|
| Whole school restorative behaviour approach, with shared language and phrasing. | EEF – social and emotional learning have positive impact equivalent to 4 months. | 2, 4, 5 |
|---|--|---------|

**Total budgeted cost: £ 51200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our results for all children were at 68% EXS writing, 11% GDS

76% GPS (above national average of 72%)

83% Reading (above national average of 73%)

71% mathematics

These results were broadly similar to our previous cohorts in 2023, however it is worth noting that we had a significantly larger Year 6 cohort during 23-24 academic year, with several pupils joining for the final part of their Primary Education.

Our phonics screening and multiplication check results remain above average. This information points to the fact that our results for disadvantaged (indeed, all children) are positive, suggesting the steps we have taken have had an impact on their achievement.

### 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.

| Programme                  | Provider                 |
|----------------------------|--------------------------|
| Jump start Johnny          | Jump start Johnny        |
| English Teaching Sequences | Devon Education Services |
| Bug Club                   | Active Learn             |
| Nessy                      | Nessy Learning           |