

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Winterbourne Nursery and Infant School
Number of pupils in school	351 275 (R-year 2)
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	01/09/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Petra Jones (Acting Head Teacher)
Pupil premium lead	Sue Wiseman (SENCO)
Governor / Trustee lead	Mike Swadling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£9382
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£92,772

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

We have a clear, strategic tiered approach for Pupil Premium funding provision, which focuses on the following:

- Teaching; including high quality teaching, assessment for learning, leading practice and continuous professional development
- Targeted academic support; carefully managed interventions and focused teaching
- Wider strategies; providing a range of enriching opportunities, focused attendance support, behaviour, social and emotional support where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Lack of confidence and low self-esteem effects learning
2	Low oracy skills and a language barrier
3	Gaps in learning due to pandemic
4	Having access to a device at home/ completing home learning tasks.
5	Children join the school with a baseline lower than that of their peers
6	Often the child's first experience of a school setting

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
Progress in Reading	Achieve national average progress scores in KS1 reading
Progress in Writing	Achieve national average progress scores in KS1 writing
Progress in Mathematics	Achieve national average progress scores in KS1 maths
Raised attainment in Phonics	Achieve national average expected standard in PSC
Increased attainment of the GLD	80% of disadvantaged children will achieve a GLD

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: £ 12,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the role of all TA's to support the development of the disadvantaged through ongoing CPD in subject knowledge and resourcing and effective deployment.	Education Endowment Foundation guidance report: 'Making Best Use of Teaching Assistants' (2018) The need for ongoing training for TAs within school is outlined here: Recommendation 4: ' <i>Schools should provide sufficient time for TA training and for teachers.</i> '	1,2,5 £12,320 cost of training TAs 1 hour per week to develop subject and curriculum knowledge
TAs trained in speech and language interventions	EEF guidance report 5 and 6 emphasises the need to follow ' <i>high quality one-to-one and small group support using structured interventions</i> ' Guidance also advises schools should: <i>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</i>	2 £200
Ensure all teaching staff and leadership have a clear, detailed understanding of the individual needs of each disadvantaged pupil through development of tracking, assessment, moderation and evaluation processes. Providing staff and leadership with a greater awareness of the	EEF 'Using your pp funding effectively' (2021) guidance emphasises the need for understanding individual needs of children: <i>'School leaders must also utilise a broad array of external evidence to inform their decision making, alongside the expert knowledge they have of the pupils in their care.'</i> Gov guidelines 'Using pupil premium: guidance for school leaders' explain the importance of evaluating impact: Schools should carefully track and assess provision:	5

impact of targeted provision.	<p><i>'When evaluating impact, you should:</i></p> <p><i>measure success based on outcomes for disadvantaged and vulnerable pupils</i></p> <p><i>implement a robust and transparent evaluation framework and report outcomes against this'</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £56,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing small group, personalised reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations.	<p>EEF 'teaching and learning toolkit' indicates that targeted small group tuition can add an additional 4 months of progress per year.</p> <p>Evidence shows that small group tuition is effective. Studies suggest that greater feedback from the teacher, greater engagement and work which is more closely matched to learners' needs explains this impact.</p>	<p>1,2,3,5,6</p> <p>£11,616</p>
Providing lunchtime intervention in Reading, writing, maths and phonics led by TA`s	<p>Evidence from the Education Endowment Foundation (EEF) suggests that school closures are likely to have greatest impact on financially disadvantaged pupils.</p> <p>EEF guide to pupil Premium (2021) suggests that an essential strategy for alleviating this negative impact is 'structured small group interventions such as 'keep up' sessions and booster clubs which are linked to the classroom teaching and the curriculum.</p>	<p>5,6,</p> <p>£5808</p>
Booster clubs (after school) for Year 2 children including reading, writing, maths and phonics.		<p>1,2,5,6</p> <p>£38,720</p>
Writing boosters clubs aimed at lower attaining writers and PP children including 'Slow Write'	<p>EEF 'Improving literacy in Ks1' report advocates the use of a variety of scaffolding and pre-writing activities such as 'slow write' in order to encourage reluctant or lower attaining writers.</p>	<p>1,2,5,6</p> <p><i>Included in above figure</i></p>
Helicopter stories embedded across EYFS and introduced to KS1, inspiring	<p>Open University research paper on Helicopter stories (2012) notes: <i>'the technique was valuable in facilitating children's engagement with learning in terms of increased attentiveness and</i></p>	<p>1,2,3,5,6,</p>

children to write for purpose.	<i>confidence, and improved listening and communication skills; empowering children (everyone's voice has equal value including that of children with additional needs and with English as an additional language). The approach allows children to develop empathy and to talk about feelings. There was also evidence regarding the approach fostering children's imagination and creative use of language.</i>	
Talk partners' embedded throughout the school.	EEF oral language interventions advice suggests that oracy approaches accelerate progress: <i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language'</i>	1,2,3,5,6,

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

Budgeted cost: £ 23,274.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school clubs for year 1 and 2 – football 2 x a week, multi skills 2 x a week.	Sutton Trust recommend encouraging PP pupils to access extracurricular activities especially those which improve health fitness and life skills- <i>'There are also substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers'</i>	1,2 £2,640
School food bank to support families in need. Breakfast club- this is offered free to PP children	Data within school shows that the foodbank is widely and regularly used by approximately 20 families. School data shows a number of families without recourse to public funds, who have needed support during the pandemic.	1 £5074.65 breakfast club costs
*All staff trained in Mental Health and well-being through the MHIS service and training delivered through school	Dfe guidance (2021) Using pupil premium: guidance for school leaders suggests creating a strategy to address all the following activities *	1 £200
*Assisting families with difficulties including	See above	1 £5,120

inadequate housing, lack of financial support, special educational needs, mental or physical health difficulties.	Case studies in school have shown since lock down -families are increasingly likely to ask for help from our family worker and access support from within school for a variety of issues including housing, food bank, mental health and SEN. MHIS scheme has provided mental health support to parents and children including parenting classes	
*Families without a device have been made a priority for a laptop, enabling them to be ready should there be a need for remote learning again.	Dfe guidance has advised schools to prioritise this. Laptops and devices now ready for families should there be a need for remote learning.	3,4
*PP champion, supporting children and their families.	Family worker is PP champion- case studies in school has shown increase in families accessing help and support since lockdown	1,2,3,5,6 £5,120
*Investing in the school's Family Support Worker and EWO to support families with attendance.	Dfe guidance (2021) 'Using pupil premium': suggests schools should: Create a strategy to address attendance and levels of persistent absence. The family worker and EWO work closely with families including home visits to support higher levels of attendance.	5,6 £5,120
To support families to develop further home school engagement, further develop pupils social and emotional skills and increase the numbers of disadvantaged pupils attending enrichment activities provided by school	Sutton Trust – 'creating cultural capital' explains gaps in access to extra-curricular activities which schools should work to eradicate.	1,2,5,6

Total budgeted cost: £91,938.65

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 2020 to 2021 academic year.

Interventions that were in place worked effectively and were beginning to show that the gap between PP and Non PP were narrowing in reading, writing and maths with some children making accelerated progress for low starting points. PP pupils were prioritised for phonics, reading, writing and maths boosters and interventions to ensure that they were not falling behind.

Maths mastery embedded across KS1. The Mastery' approach is one that allows all children, particularly slower learners, to keep up with the curriculum. The approach focuses on developing deep and sustained knowledge, and puts a great deal of emphasis on developing the mathematical language skills required to reason properly. As a result, this is a highly effective strategy for ensuring low attainers in maths (often PP children) make better progress.

The EEF states that 'on average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.'

Family support worker monitored and tracked progress of PP pupils. The nurture lunchtime group was effective in integrating pupils with their peers and built upon their self-esteem and confidence. PP pupils were able to access after school clubs which were paid for through the premium which had a positive impact on their well-being.

The establishment of a school food bank during Covid 19 led to closer bonds of trust being established with some families.

During partial closure, Pupil Premium children were prioritised for school laptops and tablets to be loaned out during periods of lockdown.

PP families were also prioritised for additional SIM cards and free minutes during lockdown- when phones were used to enable children to access remote learning.

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
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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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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