

Pupil premium strategy statement

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	Windermere Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 – 2022
Date this statement was published	May 2021
Date on which it will be reviewed	September 2021/ July 2022
Statement authorised by	Davina Raftery
Pupil premium lead	Polly Bentley
Governor / Trustee lead	Sally Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51, 040
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,970

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every pupil in the school achieves their potential, making good progress across the school curriculum and developing learning and interpersonal skills that will help them to achieve well in the next stage of their education.

We know that for some disadvantaged pupils there are barriers to learning and we utilise pupil premium funding to support disadvantaged pupils in overcoming these barriers.

Although funding is based on specific deprivation measures such as Free School Meal eligibility, it is recognised that other pupils are also disadvantaged due to home and family circumstances. The funding is also used to support these pupils, ensuring that every child has the opportunity to grow and learn in a supportive environment.

Quality first teaching is the foundation of our strategy and the use of qualified, highly skilled teachers and teaching assistants for individualised tutoring and interventions form a key element of our strategy to close the gap between attainment for the disadvantaged and their peers.

For some children in our school access to a broad and enriched curriculum with opportunities for additional experiences and extra-curricular learning is crucial to enable them to succeed academically and socially.

Challenges

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

Challenge number	Detail of challenge
1	Limited life experiences, such as visiting the seaside, watching theatrical performances and participating in clubs and activities.
2	Limited vocabulary, not just tier 3 context specific (technical) vocabulary, but also tier 2 high frequency/multiple meaning vocabulary.
3	Lack of home support and parental engagement in school activities and learning.
4	Challenging home routines, especially in the mornings.
5	Disrupted schooling due to high levels of absence, temporary moves etc.

6	Lack of pupil engagement in learning and challenging behaviour in pupils with attachment difficulties and developmental trauma.
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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
Varied life experiences	Children will be able to talk about new and varied experiences, using appropriate vocabulary and they will be able to relate more to curriculum discussions.
Improved vocabulary	Children will be able to use and understand tier 2 vocabulary with greater fluency. Attainment in reading and writing will be improved.
Increased home support and parental engagement	Parents will feel more confident in supporting their children. Children will benefit from additional support at home with reading and maths practice.
Improved 'Readiness to Learn'	Children will benefit from an established routine, particularly in the mornings, that ensures they are calm and ready to engage in learning.
Academic gaps narrowed	Children who have experienced disruption in their schooling (including COVID closures) will benefit from having specific knowledge and skills gaps identified and addressed.
Improved pupil engagement	Children who have suffered developmental and attachment trauma will be able to engage in their own learning and participate in the full curriculum with their peers.

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: £ 3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 5
New phonics reading resources and information for parents	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,5

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

Budgeted cost: £ 58,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at pupils who require further phonics support.	Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 5

School-led tutoring to provide tuition for pupils most impacted by the pandemic.	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 5,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support (class-based), mentoring, family support worker	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4,6

Total budgeted cost: £ 66,900

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.

Due to COVID-19, performance measures were not published for 2020 or 2021. Internal assessments carried out at the beginning of the 2020/21 academic year suggest that disadvantaged pupils returned to school with more significant gaps in their learning, than their non-disadvantaged peers.

The school undertook informal, formative assessments to identify specific gaps, which were then addressed effectively in line with the school's catch-up premium strategy. Phonics assessments for Year 2 at the end of the autumn term 2020, showed most pupils to be back on track.

Using the Maths Essentials Back on Track materials and training resources, all pupils benefited from restructured long term planning, but the additional support for individuals and small groups of disadvantaged pupils from qualified teachers ensured that the majority of these pupils closed the increased gap caused by lockdown.

One of the previously identified issues for disadvantaged pupils was a lack of cultural experiences such as museum visits or adventurous activities. Recognising that lockdown had further exacerbated this, the school addressed this by providing opportunities such as zoo visits, Celtic re-enactment opportunities and in-school workshops.

School closures also had a significant impact on pupils' social skills and friendships. In turn, these impacted on pupils' readiness to learn when they returned to the classroom setting. Friendship groups, social stories, mentoring and 'Time to Talk' sessions with the school's Family Support Worker all helped pupils to settle back into school and to develop a readiness to learn.

The school offers strong transition programmes for pupils with special needs; this was extended to other pupils such as those eligible for PPG during the 2020/21 academic year. This included additional opportunities to visit the classroom and meet the teacher before returning at the beginning of the school year, as well as the provision of transition booklets detailing routines and classroom adults for the coming year.

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
Maths Essentials Back on Track	HfL
Spelling Essentials	HfL