

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	180
Proportion (%) of pupil premium eligible pupils	29% (52 pupils Oct 22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sarah Gilliver
Pupil premium lead	Polly Bentley
Governor / Trustee lead	Sally Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59475
Recovery premium funding allocation this academic year	£2791
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	£62266

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.

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: £7000

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/educationevidence/guidance-reports/effective-professionaldevelopment	2, 5
Phonics and early reading information and support 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/educationevidence/teaching-learning-toolkit/parental-engagement	3,5

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

Budgeted cost: £ 44866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions to develop spoken language and verbal interaction	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: <ul style="list-style-type: none">• targeted reading aloud and book discussion with young children;• explicitly extending pupils' spoken vocabulary;• the use of structured questioning to develop reading comprehension; and• the use of purposeful, curriculum-focused, dialogue and interaction.	2, 5

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>High quality language development and an improved quality of classroom talk enables children to <i>know more, do more and remember more.</i></p>	
Small group tutoring to provide tuition for most disadvantaged pupils.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	5

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

Budgeted cost: £10,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support (class-based), mentoring, family support worker	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	1,4,6
Opportunities for wider educational experiences, particularly arts-based activities.	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Developing a wide and enriching curriculum, improves children's learning by enabling them to make greater connections to their learning, helping them to remember more.</p>	1,2,6

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Total budgeted cost: £ 62266

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 2021 to 2022 academic year.

Although educational provision was similar to pre-pandemic provision, additional absences due to periods of isolation or COVID-19 illness continued to impact educational attainment and gaps caused by previous COVID-19 school closures.

The school undertook highly focused phonics teaching and staff CPD in order to tackle gaps in phonic knowledge caused by school absence. As a result, 80% of pupils in Year 2 achieved the expected standard in the autumn phonics screening check. 60% of these achieved 39 or 40 out of 40. In the summer the percentage of pupils achieving the expected phonics screening standard in Year 2 rose to 93%. All pupils eligible for PPG achieved the expected standard by the end of Year 2.

86.7% of pupils in Year 1 achieved the phonics screening expected standard in the summer screening check. 60% of PPG eligible pupils achieved the expected standard at the end of Year 1.

Using the Maths Essentials materials and training resources, all pupils benefited from restructured long term planning. Pupils in year 5 and 6 began using additional Practice sheets linked to Essentials teaching; these will be rolled out across the school on 2022/23. Outcomes at the end of KS2 indicate that many of the gaps created by lockdown were closed with outcomes broadly in line with national standards. This is an improvement on the last year of reported assessments. In particular, pupils benefited

from the additional support provided by small group interventions delivered by qualified teachers and highly trained teaching assistants.

However, for pupils at the end of KS1, for whom a greater proportion of their primary education had been impacted by COVID-19 closures and absences, fewer pupils achieved the expected standard. 28.6% of PPG eligible pupils achieved the expected standard in Reading, Writing and Maths at the end of Year 2.

School closures also had a significant impact on pupils' social skills and friendships. Social and emotional immaturity has continued to impact social interactions within school. Friendship groups, social stories, mentoring and 'Time to Talk' sessions with the school's Family Support Worker, as well as the in-class pastoral support offered by teachers and teaching assistants have helped pupils to develop their emotional literacy and to effectively manage friendships and social interactions.

The school offers strong transition programmes for all pupils and in particular pupils with special educational needs, disadvantaged pupils and those impacted by attachment or developmental trauma. This includes 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
Maths Essentials Analyse, Prepare Achieve	HfL