

# Winslow Church of England School

## Pupil Premium Strategy Statement 2024 2025

This statement details our school's use of pupil premium (for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils and to support their families

In line with the Education Endowment Foundation (EEF), we have taken a tiered approach to our pupil premium spending. Teaching is the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component of our Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

Our Pupil Premium strategy outlines how we intend to spend the funding in this academic year and the impact from last year's spending.

The EEF Toolkit was used alongside what has worked previously in school when deciding the evidence or rationale of the school's action.

### School overview

Detail	Data
School name	Winslow Church of England School
Number of pupils in school	343 (+20 Rainbows Preschool)
Proportion (%) of pupil premium eligible pupils	27% (93 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	Termly but full review September 2025
Statement authorised by	Mrs Samantha Dimpleby (Headteacher)
Pupil Premium Lead	Mrs Katie Epps
Pupil Premium attached Governor	Mr Paul Cresswell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,865
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£140,865</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use the Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils both at the school and nationally.

During the period of this strategy plan, we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language, vocabulary and expectations. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our pupil premium children will be further supported by our vision statement: 'Let your Light Shine.' The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, in our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning. Our expectation at Winslow is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested citizens.

Learning is a life-long journey. At Winslow Church of England School, we help the children to become independent and self-motivated, taking responsibility for their own learning. A positive 'Growth-Mindset' attitude is promoted throughout the school, which embraces challenge and encourages children to take risks, to make their own discoveries and deepen understanding. Our rich and varied curriculum allows our pupil premium children to engage in memorable learning experiences.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective, we

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of disadvantaged pupils in Reading, Writing and Maths varies considerably between disadvantaged and non-disadvantaged pupils. This is especially evident with children's progress and attainment in Maths.
2	Pupil premium children have multiple barriers to learning. Increased numbers of pupils with complex needs, including speech and language, poor oracy and comprehension skills, social communication, poor working memory, attention difficulties, fine motor skills and social emotional and mental health. The amount of pupils achieving the phonics standard in Y2 was lower than last year and there was a considerable gap between disadvantaged and non-disadvantaged pupils.
3	Pupil premium children can lack motivation and aspiration, which in turn, can affect their attitude to learning. These children often need support to be in the right mindset for learning and to have their barriers to learning addressed.
4	Low parent engagement and lack of financial resource to provide pupils with broad opportunity and life experiences.

5	Attendance rates for pupils eligible for pupil premium are 92% (below the attendance for all pupils of 94%) Attendance remains a barrier as it reduces their school hours and causes them to fall behind on average.
6	Pupil premium children can lack wider reading opportunities which can directly impact their reading fluency and comprehension skills. As a result, these children often have weak language and comprehension skills.

### 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
Pupil Premium pupils make at least expected progress in Reading, Writing and Maths. Targets will be set for individual pupils and reviewed regularly.	The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children. <i>Source: Attainment data</i>
Pupils access a wide range of interventions and classroom adaptations to meet their additional needs, including speech and language. Pupil Premium children are supported through consistent Little Wandle sessions (including 'Keep Up' and 'Catch Up' sessions).	As their needs are being addressed, pupil premium pupils make expected progress or exceed their targets in Reading, Writing and Maths.  <i>Source: Progress and attainment data from academic year.</i> <i>Children's Pupil Premium provision maps identify children's barriers to learning and related actions/provision in place.</i>
Social emotional and mental health needs of Pupil Premium pupils are met resulting in a more positive attitude to learning.	Vulnerable pupils are in a better place to access their learning. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.  <i>Source: Data on pupil premium children taking part in after school clubs and other clubs.</i> <i>Source: Children's Pupil Premium provision maps identify children's barriers to learning and related actions/provision in place.</i>
Increased home support, leading to greater parental engagement. Pupil Premium pupils experience a wide range of enrichment activities.	Pupil voice surveys reflect enjoyment in school and improved attitudes to learning. Pupil premium parents connected to school 'Class Dojo' platform and are positive about communication with the school and support offered. Pupil Premium parents have an active presence in school-led events.  <i>Source: Pupil voice surveys, Class Dojo usage monitoring, attendance data, parental participation in different school-led events.</i>
Increased pupil premium attendance rate of pupils across school.	Attendance of identified pupil premium pupils increases and the gap between pupil premium and non-pupil premium narrows.

	<p>The barriers to pupils' attendance patterns are explored and acted up so that the school can work alongside the parents.</p> <p><i>Source: Attendance data.</i></p>
<p>Clear progress with children's reading fluency and comprehension skills. Children have a deeper understanding of language use and vocabulary awareness.</p> <p>Children are able to develop and apply their phonics skills to different areas of learning across the curriculum.</p>	<p>The gap will continue to close between pupil premium and non-pupil premium. Their progress should be rapid compared to other children. Children are able to apply their reading skills to all areas of the classroom.</p> <p>Children who have reading difficulties are given the support they need to catch up.</p> <p><i>Source: Progress and attainment data from academic year. English lead monitoring activities.</i></p>

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: £20,000

Activity	Rationale and evidence that supports this approach	Challenge number(s) addressed
<p><b>To raise attainment by ensuring that all pupils receive challenging and engaging quality first teaching to meet their needs by:</b></p> <ul style="list-style-type: none"> <li>• Across the curriculum, high quality first teaching is evident for all children to thrive and progress.</li> <li>• Staff development and quality CPD continue to develop the following teaching strategies in all classes within school:               <ul style="list-style-type: none"> <li>○ Modelling – enabling children to develop their knowledge and understanding of concepts and processes.</li> <li>○ Feedback and live marking – to ensure that the feedback provided to all children is instant and effective.</li> <li>○ Use of whole class feedback and marking books support children’s progress and enable effective on-going assessment.</li> <li>○ Pre teaching – linked to different areas of the curriculum to support children’s needs. The use of knowledge organisers to support children’s understanding as they progress through a unit.</li> <li>○ Access to richer vocabulary throughout all subject areas: linked to Tier 2 and 3 subject vocabulary.</li> <li>○ Effective use of the learning environment to shape and support children’s learning. English and Maths working walls part of the classroom non-negotiables.</li> <li>○ Adaptation – to ensure children’s needs are being met and their learning is support, as required.</li> <li>○ Use of the Walk Thrus CPD materials to support teachers’ use of explaining and modelling, questioning and feedback and practice and retrieval.</li> <li>○ Participation in the Buckingham Challenge Project with a focus on Pupil Premium and using the Walk Thrus model to support teaching and learning.</li> </ul> </li> </ul>	<p><b>Rationale:</b></p> <p>From our own experience and academic research, we know that greater staff awareness leads to greater accountability and improved outcomes.</p> <p>Through this activity, teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons for greater impact on pupil outcomes.</p> <p>Teachers are aware of the pupil premium children in their cohort and are accountable for their progress and attainment.</p> <p>Teachers will be able to use the data analysis reports to support their assessments.</p> <p><b>Evidence:</b></p> <p>The Education Endowment Foundation (EEF) toolkit and research shows that all the approaches which we will focus on make positive differences to the attainment and progress made by all children (EEF’s tiered approach to pupil premium – teaching is the top priority, including high quality CPD).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged pupils.</p> <p>Evidence also shows that supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques and embed new approaches.</p> <p>Tom Sherrington’s, ‘Walk Thrus’ toolkit provides a range of teaching and learning strategies, based on key ideas from influential educational thinkers and researchers:  <a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a></p>	<p>1, 2, 3, 6</p>

<p><b>Pupil Premium Manager to:</b></p> <ul style="list-style-type: none"> <li>• Work alongside the Headteacher to strategically deliver the pupil premium offer, which narrows the gap for pupil premium children.</li> <li>• Identify and analyse current patterns of vulnerability of pupils at the school, both in terms of internal and external barriers. This also provides our school with a local-context picture to enable us to target our support more effectively.</li> <li>• Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact.</li> <li>• Analyse data and adapt provision where required.</li> <li>• To support staff with high quality CPD linked to pupil premium:</li> <li>• Ensure all staff understand the key points from our 2023/2024 Pupil Premium review and implications for this academic year.</li> <li>• Pupil Premium Lead to attend regular CPD training sessions throughout the year and to support staff as needed.</li> <li>• To disseminate regular Pupil Premium information to staff.</li> </ul>	<p><b><u>Rationale:</u></b></p> <p>Teachers will be supported to ensure pupil premium pupils make accelerated progress and gaps with non-pupil premium are closed.</p> <p>Our children’s pupil premium provision maps reflect our current internal and external disadvantage across the school.</p> <p>Our analysis of children’s internal and external barriers support the school to address need and prioritise provision for our most vulnerable children.</p> <p>Teachers have an understanding of how disadvantage impacts the learning for their pupil premium and this is indicated in the Pupil Premium Provision Maps.</p> <p>Underpinned by our belief that all children will achieve. Linking all our work to our school vision: ‘Let your Light Shine’ and to all our school values and curriculum drivers.</p> <p><b><u>Evidence:</u></b></p> <p>Learning led approach rather than a label led approach (as advocated in the EEF document and Buckinghamshire Challenge Project – Marc Rowland).</p> <p>‘Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’ (EEF: The EEF Guide to Pupil Premium, June 2019).</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>Reading (Phonics):</b></p> <p>Further embedding of a DfE validated Systematic Synthetic Phonics Programme to ensure consistency and secure stronger phonics teaching for all pupils.</p> <p>Use of Little Wandle Keep-Up programme to support the lowest 20% readers in KS1 and Catch-up programme to support lowest 20% readers in KS2.</p> <p>Dedicated Reading and Phonics Lead to work alongside the English Lead.</p> <p>Training staff to ensure consistency of approach and to ensure new members of staff are trained and supported.</p>	<p><b><u>Rationale:</u></b></p> <p>Dedicated leadership time ensures that CPD and intervention takes place across all year groups and that teaching is of the highest possible standard. The Reading Leader will undertake their own CPD to ensure the school is using the most up to date teaching strategies recommended by Little Wandle. 4 10 <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about-us/</a></p> <p><b><u>Evidence:</u></b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>The EEF Toolkit research shows that phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for pupils from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>

	<p>Evidence from the EEF highlights the importance of mentoring and coaching, particularly for early career teachers.</p> <p>Evidence from the National Institute for Teaching (<a href="https://niot.org.uk/">https://niot.org.uk/</a>) shows that there is some evidence that mentors can have positive impacts on mentee pupil attainment. Mentoring can also lead to a range of positive outcomes, including improved teaching practice, confidence and self-belief, enhanced teacher-student interaction and an improved classroom environment.</p>	
<p><b>Reading (Other):</b></p> <p>Embedding 'Book Talk' across classrooms and use of Little Wandle to support guided reading in EYFS and KS1.</p> <p>Refresher Little Wandle training for staff and opportunities for staff to observe phonics sessions across school.</p> <p>Staff training linked to the teaching and assessment of Reading across the school.</p> <p>Embedding the updated DfE, 'Reading Framework' across school.</p> <p>Developing the assessment of children's reading skills, linked to National Curriculum objectives and newly created reading progression overviews for each year group.</p> <p>Embedding children's reading skills across the curriculum, linking to year group texts and children's reading skills.</p>	<p><b>Rationale:</b></p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older, struggling readers. Pupils can struggle with decoding words, understanding the structure of language used, or understanding particular vocabulary, which may be subject-specific).</p> <p><b>Evidence:</b></p> <p>There is a strong evidence base to suggest oral language activities, such as high-quality classroom discussion, are inexpensive to implement with high impact on reading. Developing pupils' oracy skills are a vital component of our catch-up programme.</p> <p>(EEF Toolkit research promotes oral language interventions to support learning).</p> <p>(EEF Reading Comprehension strategies: High impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2, 6
<p><b>Writing:</b></p> <p>Embedding the 'Winslow Writing Journey' throughout school to support children's writing. Jane Considine's, 'Sentence Stacking' approach supports children's independent writing skills and provides effective grammatical models.</p> <p>Continuing to embed our English curriculum and provision across the school, ensuring consistency and embedded grammatical links.</p> <p>Regular writing moderation and professional dialogue to ensure consistency in standards and the application of our English curriculum to the classroom.</p>	<p><b>Rationale:</b></p> <p>Sentence Stacking is based on Jane Considine's 'Write Staff' approach which is based on two guiding principles; teaching sequences that move between experience days and sentence stacking lessons. Modelling is at the heart, with the sentence stacking lessons so that children's can apply grammatical features to their independent writing.</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p> <p><b>Evidence:</b></p> <p>Evidence from Barak Rosenshine's paper, 'Principles of Instruction' provides simple, actionable research-based principles that underpin effective teaching, including the effectiveness of using modelling strategies in the classroom. The paper details that, providing pupils with model and worked examples, can help them learn to solve problems faster.</p>	1, 2

<p>Training staff (teaching staff and LSAs) to ensure new initiatives are embedded throughout school.</p>	<p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf</a></p>	
<p><b>Spelling:</b> Embedding the whole school Spelling Scheme (Jane Considine) to support children's awareness of spelling patterns and links to their phonics skills, building on children's phonics skills.</p> <p>The spelling scheme builds upon children's prior learning and phonics lessons to support their understanding.</p> <p>Training staff to ensure new initiatives are embedded throughout school</p>	<p><b>Rationale:</b> Teaching spelling rather than just testing to support children's spellings being transferred accurately into their independent writing.</p> <p>An effective way to build a spelling curriculum that focuses on the teaching of spelling, ensuring a drive on the 'big mission' for all pupils. Jane Considine's 'big mission' is spelling 'stickability,' automation and application into the pupils' independent writing.</p> <p>Teachers are supported through the different phases of implementation through staff training, support and modelling.</p> <p><b>Evidence:</b> An essential trait of literate people is being able to spell effectively and spelling is valued in society above all other writing conventions (Turnbill 2000).</p>	<p>1, 2, 6</p>
<p><b>Handwriting:</b> Embedding of our handwriting approach linked to clear expectations for each year group and to build on the children's understanding of letter formation phrases taught through Little Wandle.</p> <p>Training staff to ensure new initiatives are embedded throughout school.</p>	<p><b>Rationale:</b> Teachers are supported through the different phases of implementation through staff training, support and modelling.</p> <p><b>Evidence:</b> To master writing, one of the first skills that children need to develop is handwriting (Berninger &amp; Swanson, 1994). Indeed, even in the current digital era, with technological tools increasingly present in individuals' lives from very early on, in most countries, handwriting is the first taught writing modality and the dominant one throughout education.</p> <p>The importance of handwriting in school contexts is reinforced by recent empirical findings. For example, there is evidence showing the advantages of handwriting over typing on either children's early literacy attainments (James &amp; Engelhardt, 2012)</p>	<p>1, 2, 6</p>
<p><b>Maths:</b> Enhancement of maths teaching and curriculum planning in line with Department for Education (DfE), Education Endowment Foundation (EEF) and White Rose Hub guidance.</p>	<p><b>Rationale:</b> NCETM guidance supports our delivery of the teaching for Mastery through the White Rose Hub.</p> <p>Mastery of Number supports the need for pupils to develop good number sense to support success in the future.</p>	<p>1, 2  1, 2</p>

<p>CPD for teachers in KS2 with Mastery in Number and the purchasing of additional resources to support teaching approach.</p> <p>Ensuring Concrete, Pictorial, Abstract (CPA) is embedded across the school.</p> <p>Further development of manipulatives and the use of the working wall support the children's learning and help them to make connections to other areas of maths.</p> <p>Side-by-Side support in Maths is supporting our new Maths lead to help to deliver the maths curriculum and ensure consistency and high-quality teaching.</p>	<p><b>Evidence:</b> (Debbie Morgan (NCETM Director of Primary Maths) "Research tells us that if children develop fluency and flexibility, with number facts and relationships early on, they will make much more progress later, in both maths and other subjects")</p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention, led by teachers and LSAs, in each year group to support accelerated progress and to address any areas of difficulty and misconceptions.</p>	<p><b>Rationale:</b> Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><b>Evidence:</b> EEF toolkit and research and evidence consistently shows the positive impact that targeted academic support can have, including for who are not making good progress across the spectrum of achievement. Intensive support, either as one-to-one or as part of a small group can support pupil learning.</p>	<p>1, 2, 3, 6</p>
<p>Annual subscription to Speech and Language Link / Junior Language Link programme to support disadvantaged pupils who have relatively low spoken language skills.</p> <p>Screening priority of children in EYFS and Years 1-3 to ensure children are identified and their needs are met.</p>	<p><b>Rationale:</b> We use the online assessment and intervention package. This supports pupils with mild to moderate language needs and issues. It also identifies timely support for pupils with language difficulties.</p> <p><b>Evidence:</b> Evidence from the EEF states that targeted academic support can support pupil progress and can be employed to help boost language development.</p>	<p>1, 2, 3, 6</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support (in all year groups across school). These are a result of gaps identified in</p>	<p><b>Rationale and evidence:</b> Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective</p>	<p>1, 2, 6</p>

<p>the children' regular assessments which are completed by the Reading Lead.</p> <p>Reception &amp; Year 1: every child needing keep-up support are assessed every 3 weeks. This assessment data is inputted into the Little Wandle assessment tracker. This then creates detailed heatmaps identifying specific gaps and allowing for progress to be effectively tracked.</p> <p>Year 2 – Year 6 – these take place every weeks. Reading Lead uses the information from these assessments to create detailed intervention plans, as per the Little Wandle scheme.</p> <p>New Reading Lead to work with White Knights DfE English hub to identify and address development points to enhance the teaching of phonics across the school. Being a partner school will give us 9 development days across 2 years to further develop our phonics provision with extra support from the English hub.</p> <p>New Reading Leader weekly release time to monitor and carry out assessments to ensure catch up and keep up interventions are in place and having an impact.</p>	<p>when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit research and evidence).</p> <p>'After Year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.'</p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	
<p>All staff are trained in the use of Accelerated Reader to analyse pupils' performance and next steps (focusing on the analysis of AR data reports to link to lowest 20% / PP reading information).</p> <p>Accelerated Reader outlined in the Reading</p>	<p><b><u>Rationale and evidence:</u></b></p> <p>Pupils eligible for Pupil Premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>Accelerated Reader enables pupils to select reading books to match their ability and Zone of Proximal Development (ZPD). It also provides important assessment information for teachers, LSAs and parents to support pupils' next steps.</p>	<p>1, 2, 6</p>

intent document, specifying key actions taking place throughout the year.	We have seen a significant impact over 3 years linked to our reading progress and outcomes. Purchase of on-going licences.	
Increasing Reading for Pleasure opportunities. (e.g. Sleepover book buddy bags, reading newsletter, reading café, termly reading competitions, book clubs, book fairs).  Embedding our use of Year 6 Reading Ambassadors to support reading across the school and to enhance our Reading for Pleasure ethos.	<b><u>Rationale and evidence:</u></b> Pupils have access to a wider range of texts outside of school. Growing body of evidence illustrates the import of 'Reading for Pleasure' for education purposes and for educational development (Clarke and Rumbold) A positive relationship between reading frequency, read enjoyment and reading attainment (Clark and Douglas). Research and up-to-guidance from Open University and member of Bucks Teacher Reader Group.	1, 4, 6
Continuing to use the Reading Eggs programme to support Pupil Premium children in KS2, linked to provision for our lowest 20% readers in each year group from Year 3 to Year 6.	<b><u>Rationale and evidence:</u></b> Pupils eligible for Pupil Premium are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference. Online Reading programme accurately assesses children's reading skills and provides a framework for them to catch up key areas of reading (both in and outside of school).	1, 2, 3, 6
Lego Therapy programme	<b><u>Rationale and evidence:</u></b> A review, conducted through the National Library of Medicine, found that 14 studies reported at least one improvement in social and communication skills, ASD-specific behaviours, belongings, family relationships, coping and reductions in playing alone. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10323259/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10323259/</a>	1, 2, 3
Same Day Intervention in Maths	<b><u>Rationale and evidence:</u></b> EEF research found that teachers in Same Day intervention schools were more likely than teachers in control schools to report that all pupils, and lower achieving pupils, were more confident compared to the previous year's pupils.	1, 2, 3
Effective feedback and marking	<b><u>Rationale and evidence:</u></b> Effective and purposeful marking and feedback ensuring that our most vulnerable pupils are focus pupils and feedback informs targeted support including SDI, pre/post teaching and whole-class quality first teaching..	1, 2, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the Equalities Award framework to provide support and guidance in order to effectively	<b><u>Rationale and evidence:</u></b> Using the framework will showcase our commitment to equality and to support us to fulfil our statutory duties to:	1, 2, 3, 4, 5, 6

<p>promote equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> <li>• Eliminate discrimination, advance equality of opportunity, and foster good relations (Equality Act 2010)</li> <li>• Promote community cohesion (Education and Inspections Act 2006)</li> <li>• Prevent people from being drawn into terrorism (Counter Terrorism and Security Act 2015)</li> <li>• Safeguarding children and promote spiritual, moral, social and cultural development (Education Act 2002)</li> </ul> <p>Equalities Award is part of EqualTeach (<a href="http://www.equalteach.co.uk">www.equalteach.co.uk</a>) They are an equality and diversity training and consulting charity providing high quality, interactive training and support on issues of equality, diversity and inclusion.</p>	
<p>Continuation of our Mental Health and Wellbeing team to support pupils as needs arise, working in groups and 1:1 with the children (led by our Pastoral Lead).</p> <p>Bucks Mental Health Support Team (MHST) supporting our children who have difficulties with their mental health and emotional well-being, including anxiety, low mood and challenges with behaviour, confidence and self-esteem.</p>	<p><b>Rationale:</b></p> <p>An effective system enables all pupils to be recognised and needs diagnosed, thereby supporting their wider needs and mental health and well-being so they have the right conditions to support their learning.</p> <p>The MHST offers training to school professionals to help them identify mild to moderate mental health and emotional well-being difficulties in their children. They also provide evidence-based therapeutic support, both individually and in groups to young people and parents.</p> <p><b>Evidence:</b></p> <p>Evidence from EEF shows that social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF guidance report, 'Improving Social and Emotional Learning in Primary Schools,' outlines five core competencies that can be taught explicitly to support pupil development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>One in 10 children between the ages of 5-16 years, or three children in every classroom, have a diagnosable mental health difficulty.</p> <p><a href="https://www.oxfordhealth.nhs.uk/camhs/bucks/mhst/">https://www.oxfordhealth.nhs.uk/camhs/bucks/mhst/</a></p> <p>Ensuring children and young people have the right support at the right time can have a significant impact on physical and mental health.</p> <p><a href="https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper">https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</a></p>	2,3
<p>Monthly attendance checks with Pupil Premium lead and SENDCO and follow up actions shared with class teachers and SLT.</p> <p>Weekly attendance incentive for the whole school. HERO (Here</p>	<p><b>Rationale:</b></p> <p>A continued focus on improving punctuality and attendance of pupil premium children improves their overall quality of education and learning.</p> <p>The importance of regular catch up / support given to the most vulnerable families.</p>	5

<p>Everyday Ready On time) award given in collective worship.</p> <p>Staff training for Pupil Premium Lead and Pastoral Lead to focus on attendance and inclusion issues.</p>	<p>This also ensures that the gap is closed further between pupil premium children and national attendance data.</p> <p><b>Evidence:</b> EEF Evidence states that parental communication approaches and targeted parental engagement show promise in supporting pupil attendance. It also suggests that developing relationships with parents and thus opening up lines of communication and improving attendance plays a crucial role in supporting pupils and ensuring they are ready to learn. <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a></p>	
<p>Regular, face-to-face opportunities for our parents to engage with school life / special events / learning opportunities.</p> <p>Pupil Premium Lead and Pastoral Lead to maintain open lines of communication with families and to support as needed.</p>	<p><b>Rationale and evidence:</b> We ensure that the most vulnerable families have constant two-way connection with school.</p> <p>Lack of parental support and engagement is a key barrier challenge to learning for pupils at Winslow.</p> <p>Our on-going work with our families shows that maximising parental communication and offering support is beneficial to both our children, their families and the wider community.</p>	4
<p>Continuation of our Young Carers and nurture groups led by Pastoral Lead, liaising with the Bucks Young Carers Team.</p>	<p><b>Rationale and evidence:</b> Social and emotional and mental needs of pupil premium pupils are met resulting in a more positive attitude to learning.</p> <p>The Bucks Young Carers service support our school with a team of support workers, working alongside our Pastoral Lead to tailor their approach to suit the needs of our children. <a href="https://carersbucks.org/information-for-carers/young-carers/">https://carersbucks.org/information-for-carers/young-carers/</a></p>	3
<p>Play therapy 1:1 sessions held in school, run by a specialist play therapist.</p>	<p><b>Rationale:</b> This funded provision offers support for some of our most vulnerable children, offering 'in-house' specialist support; both supporting the families and also the children's academic support.</p> <p><b>Evidence:</b> Evidence from Play Therapy UK cites that, 'the more severe the problems, the greater the percentage of children showing a positive change. 74% for those with slight/moderate problems, 83% for those with severe problems.' <a href="https://playtherapy.org.uk/">https://playtherapy.org.uk/</a></p>	2, 3
<p>Funded places at The Future Games holiday clubs for our most vulnerable pupils to support families over holiday periods.</p>	<p><b>Rationale and evidence:</b> These funded places support our most vulnerable families during the different holidays. This provision also supports these pupils and boosts their self-esteem.</p>	3,4
<p>Support for Pupil Premium parents with trips and visits.</p> <p>Supporting our Pupil Premium children with support for different</p>	<p><b>Rationale and evidence:</b> Supporting our families in this way means that all pupils have access to these opportunities and benefit from them.</p>	4

<p>activities offered by our PTA, FOWS.</p>	<p>Financial restraint should not prevent any child accessing extra-curricular activities.</p> <p><i>'When making requests for voluntary contributions, parents must not be made to feel pressurised into paying as it is voluntary and not compulsory. Schools should avoid sending colour coded letters to parents as a reminder to make payments and direct debit or standing order mandates should not be sent to parents when requesting contributions.'</i></p> <p>DFE Charging for School Activities (2018)  <a href="https://assets.publishing.service.gov.uk/media/5af99c8ae5274a25e78bbe30/Charging_for_school_activities.pdf">https://assets.publishing.service.gov.uk/media/5af99c8ae5274a25e78bbe30/Charging_for_school_activities.pdf</a></p> <p>Evidence from the EEF states the importance of extracurricular activities and that they are an important part of education in their own right.</p>	
<p>Christmas support for our most vulnerable families:  Staff donations  Winslow Elves  Food donations</p>	<p><b><u>Rationale and evidence:</u></b></p> <p>Setting up pupil premium Christmas gifts and also liaising with the Winslow Santa's Elves scheme means that some of most vulnerable families are supported.</p>	<p>4</p>

**Total budgeted cost:** £140,865

## 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.

Our key challenges that are preventing our disadvantaged pupils from attaining well are: oral language, vocabulary and expectations. These key areas are now firmly embedded in our school improvement plan and related subject leader action plans.

The gap between pupil premium and non-pupil premium pupils can be seen in the following assessment tables:

<b>EYFS Good Level of Development (GLD)</b>		
	<b>National 2024</b>	<b>School 2024</b>
Whole cohort (41)	N/A	78%
Disadvantaged pupils (6)	N/A	50%
Non-disadvantaged pupils (35)	N/A	80%

<b>Phonics results</b>	<b>% meeting Expected Standard</b>	
	<b>National 2023</b>	<b>School 2024</b>
<b>Year 1</b>		
All pupils (45)	79%	76%
Disadvantaged pupils (12)	67%	67%
Non-Disadvantaged pupils (33)	83%	82%

<b>Phonics results</b>	<b>% meeting Expected Standard</b>	
	<b>National 2023</b>	<b>School 2024</b>
<b>Year 2</b>		
All pupils (52)	89%	81%
Disadvantaged pupils (16)	N/A	67%
Non-Disadvantaged pupils (34)	N/A	76%

<b>KS2 SATS Results 2024: Percentage of pupils achieving expected standard or above.</b>						
	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	<b>Nat 23</b>	<b>Sch</b>	<b>Nat 23</b>	<b>Sch</b>	<b>Nat 23</b>	<b>Sch</b>
Whole cohort (43)	74%	72%	72%	67%	73%	60%
Disadvantaged pupils (19)	60%	67%	58%	53%	59%	32%
Non-disadvantaged pupils (25)	78%	76%	77%	60%	79%	80%

**KS2 SATS Results 2023: Percentage of pupils achieving greater depth**

	Reading		Writing		Maths	
	Nat 23	Sch	Nat 23	Sch	Nat 23	Sch
Whole cohort (43)	28%	37%	13%	14%	24%	16%
Disadvantaged pupils (19)	N/A	17%	N/A	5%	N/A	5%
Non-disadvantaged pupils (25)	N/A	52%	N/A	20%	N/A	25%

**KS2 Reading, Writing, Maths Combined (EXP standard or higher)**

	National 2024	School 2024
Whole cohort (43)	61%	53%
Disadvantaged pupils (19)	44%	32%
Non-disadvantaged pupils (25)	66%	64%

**KS2 Reading, Writing, Maths Combined (Greater depth)**

	National 2024	School 2024
Whole cohort (43)	8%	9%
Disadvantaged pupils (19)	N/A	5%
Non-disadvantaged pupils (25)	N/A	12%

Our review for the work in 2023/2024 links to the different areas of the intended outcomes in our strategy:

***Pupil Premium children making at least expected progress:***

Each phase and year group within the school have clear targets for all children to make at least expected progress. Target setting is aspirational for all children, including our Pupil Premium children.

A key strand of our School Development Plan for the academic year, 2023/2024, focused on raising attainment through high quality teaching and challenge for all children. This has involved a sharp focus on our curriculum and its delivery across the whole school. The curriculum is not reduced for disadvantaged children. Each term, our pupil progress meetings ensures a sharp analysis on children's attainment and progress which involves a particular focus on the achievements of our disadvantaged and non-disadvantaged children.

We have continued to be part of the Buckinghamshire Challenge Project, with a focus on our Pupil Premium children to support teaching and learning. This county-led project acknowledges that disadvantaged children continue to achieve less well than their non-disadvantaged peers at all age phases both nationally and here in Buckinghamshire. The project has provided our school with the latest research and networking opportunities to support our work with the cultural changes that will make the biggest differences to all children, but especially those who are vulnerable and disadvantaged.

We have also continued to use the Tom Sherrington's, 'Walk Thrus' model / toolkit to support our school improvement work to support teachers' use of explaining and modelling, questioning and feedback and practice and retrieval. This has supported our most vulnerable children with their learning which they can use across the curriculum.

Our Little Wandle phonics programme continues to be embedded across our school, which is led by our Reading Lead to ensure that staff CPD, delivery, intervention and assessment takes place across all year groups and that it

is of the highest possible standard, addressing gaps in phonics knowledge with targeted keep-up and catch-up interventions.

In English (both for Reading and Writing), our Winslow Writing Journey has continued to be embedded throughout the school with a direct link to our school development work on high-quality teaching for all children to thrive and progress. As part of our monitoring and evaluating work has focused on the use of feedback and marking to support children's needs and next steps. We have worked with our School Improvement Advisor to support teachers with the planning and delivery of our English lesson to ensure high quality teaching and learning.

Although there remains a gap between our disadvantaged and non-disadvantaged children with their phonics standards, we have seen that the fidelity to the Little Wandle phonics programme is supporting the needs of our Pupil Premium children and equipping them with the reading skills they need in order to succeed and progress. It is a crucial component in the development of their early reading skills, together with the Reading for Pleasure opportunities we provide for our children.

Many of our Pupil Premium children lack access to a wide range of books outside of school. We have therefore implemented many reading initiatives throughout the year to help children to foster a love of reading and to support parents with this and provide strategies and materials they can use at home. We continue to embed our use of 'Book Talk' to support children's understanding and analysis of high-quality texts whilst also developing their oracy skills. As per the EEF recommendation, we have seen how the children's oracy skills are a vital part of their reading development. Furthermore, our focused CPD work on reading assessment has enabled a sharper focus on linking the National Curriculum objectives to our English units of work and targets areas for further development.

A significant part of our school development work has focused on the teaching and learning of Maths throughout the school. Our Maths Lead has worked alongside the Maths Hub and with NCETM guidance which has fed into our CPD programme over the year. Our use of Mastery of Number programme continues to support our Pupil Premium children in developing their number skills to then apply across the maths curriculum. We also continue to embed our use of concrete, pictorial and abstract (CPA) across the school.

#### ***Pupil Premium child's access to wide range of interventions and adaptations:***

A significant proportion of our Pupil Premium funding has been used for targeted academic support, through the development and implementation of interventions and adaptations. This work closely aligns with the children's Pupil Premium provision maps and SEND plans (where applicable).

Throughout the school, we have targeted interventions, led by teachers and LSAs, to support accelerated progress. This is especially significant for our Pupil Premium children in order to reduce the attainment gap between disadvantaged and non-disadvantaged children. This has involved the use of: pre-teaching, the use of knowledge organisers, classroom adaptations, levels of challenge, use of questioning, modelling, live marking, feedback and same-day interventions. CPD work and support from a Side-by-Side SEND advisor have also supported staff with their use and delivery of interventions and adaptations.

The speech and language screening of EYFS children and children in Years 1 -3 remains a high priority, especially to support our disadvantaged children who can have relatively low spoken language skills. We have trained staff to carry out this screening within school so that their language difficulties are identified and needs are met so that this supports children's overall language difficulties.

#### ***Social, emotional and mental needs of Pupil Premium children:***

The work we have continued to carry out linked to children's mental health and well-being has been instrumental for our Pupil Premium children, enabling such a positive impact on their lives both within and outside of school. Our Mental Health and Well-being Lead works closely and effectively with the different year group teams and the Senior Leadership Team to ensure the needs of our most vulnerable children are being addressed. Young Carers is a vital part of our support and weekly sessions continue to be run weekly for a wide group of children across school. This has a positive impact on the children involved and also provides a supportive network for these families. Our strong

links with the Bucks Young Carers team and Bucks MHST ensures that there are other professionals who work alongside our children to support their needs.

As a whole school, we continue to monitor and address attendance which falls below 90%. This is a significant part of our work with the Pupil Premium children to ensure that their external and internal barriers are being met, especially if these impact on their school attendance. We work closely with families to maintain a two-way connection with the school. Our whole school, 'HERO attendance bear' incentive has shown to have a positive impact in supporting us to close the attendance gap and to address areas of concern.

We continue to also use our 'in-house' specialist support to support children through Play Therapy sessions run by a specialist play therapist. This has led to a direct impact, supporting both the families and children involved.

### 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 White Rose Hub	White Rose Hub
Enigma Hub	Maths Hubs Engima
Times Tables Rockstars	Times Table Rockstars
MyMaths	MyMaths
Switched On Computing	Rising Stars
Calming Cat interventions	Calming Cat
The Write Stuff	The Training Space (Jane Considine)
Book Talk	The Training Space (Jane Considine)
Spelling Rainbow	The Training Space (Jane Considine)
Accelerated Reader	Renaissance Learning
Vocabulary Ninja Word of the Day	Vocabulary Ninja
Little Wandle	Little Wandle
Big Cat Reading and Intervention books	Collins Big Cat
Reading Eggs	Reading Eggs
Teaching WalkThrus	Tom Sherrington Teaching WalkThrus

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

