Pupil premium strategy statement 2024/2025 – Wincanton Primary School

This statement details our school's use of pupil premium (and recovery 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	399
Proportion (%) of pupil premium eligible pupils	29%
Academic years that our current pupil premium strategy plan covers	2023/2024 to 2025/2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Graeme Wilson Headteacher
Pupil premium lead	Sam Clifton Pupil Premium lead
Governor / Trustee lead	Jackie Andrews PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,756
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£130,756

Part A: Pupil premium strategy plan

Statement of intent

Wincanton Primary School provides a caring environment for all of our pupils where, in a stimulating and purposeful atmosphere, learning can flourish. Our broad and balanced curriculum is designed to inspire and provoke curiosity, which in turn motivates and leads children to become independent and inquisitive in their learning about the world around them. The ultimate objective for disadvantaged pupils within our school is to enhance attainment and improve learning outcomes.

Our current pupil premium strategy plan works towards achieving those objectives by:

- Focusing on improving the academic outcomes for all pupil premium children ensuring that irrespective of background, pupils make accelerated progress where necessary so they are at least in line with National expectations by the end of Key Stage 2 in Reading, Writing and Maths.
- Ensuring that, whether they are disadvantaged or not, our most vulnerable pupils receive the pastoral support they require to assist them in overcoming social, emotional and behavioural barriers to success.

The key principles of the strategy are:

Quality first teaching for all – we consistently deliver high-quality, inclusive teaching and provide lessons at the highest standards by setting expectations, monitoring performance and sharing best practice.

A whole-school ethos of attainment for all – we have an ethos of attainment for all pupils and avoid stereotyping disadvantaged pupils.

Addressing behaviour and attendance – we ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including working with families.

Broad and balanced curriculum – we deliver a broad and balanced curriculum, developing key skills in core and non-core subjects. Pupils are exposed to a rich diet of experiences to benefit learning. All children will have access to all educational visits and in Years 4 and 6, residential experiences provide a range of exciting life experiences.

Meeting individual learning needs - we identify each pupil's challenges and interests and seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

Deploying staff effectively – we devolve responsibility to frontline staff, use our best teachers to work with pupils who need the most support and train teaching assistants to effectively support pupils' learning.

Impact driven and responsive to evidence - we effectively use data, and other evidence, to identify pupils' learning needs, review progress regularly and address underperformance quickly. We have manageable assessment for learning systems, which provide clear feedback for pupils.

Ambitious leaders who have high aspirations and lead by example - all staff are accountable for raising attainment and do not accept low aspirations and variable performance.

Challenges

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

Challenge number	Detail of challenge
1	Through observations, detailed assessments and data analysis, we know that disadvantaged pupils enter school significantly below age related expectation in key areas of development and this impacts on their learning throughout school – reading, writing, maths, language and communication.
2	Observations, discussions with pupils and their parents and data show that the social and emotional well-being of some PP children is hampering progress as they are not always ready to learn. Some pupils demonstrate low levels of confidence, lack resilience and have poor motivation which impacts on their ability to learn successfully.
3	An additional Special Educational Need is an academic barrier for some PP children. 16% of PP chn have a SEND.
4	Discussions with teachers, pupils and parents shows a lack of parental engagement and involvement in learning opportunities at home (particularly pupils reading).
5	Observations, discussions with pupils and the pupils lack experiences beyond the local area, both before and during their time at school, therefore their knowledge of the world around them is limited.
6	Poor attendance and lateness is affecting the progress and attainment of some PP children. Data from 2019 shows that nationally, 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.

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
Accelerated progress for pupils in EYFS will ensure that pupils catch up rapidly.	External and internal data will show that pupils in EYFS make rapid progress from their low starting points in all prime areas. Aspirational targets support accelerated progress. This is evident when triangulated with observations, ongoing formative assessment and pupil's work. Chn achieving GLD at end of EYFS to be at least in line with national.

Pupil premium pupils who are below ARE will make better than expected progress in reading, writing and maths to close the gap on national expectations.	100% of PP children to make at least expected progress. There will be an increased number of PP children (non-SEND) working at ARE in maths, reading and writing.
The engagement, learning attitudes and behaviours of pupils are improved; children are able to take responsibility for their learning and rise to challenges set. High aspirations are evident and children have an awareness of how their learning links to later life.	Teachers will report and lesson observations and learning walks will show that PP pupils are engaged in their learning, and shower greater confidence and a willingness to take risks. A decrease in behaviour incidents recorded on MyConcern.
Pupils emotional well-being is promoted and supported.	Pupil voice will show that pupils mental health and emotional health is good. Where needed, PP children will have access to ELSA and breakfast club. Targeted interventions will support individual need.
Pupils will know more and remember more as a result of a broad and balanced curriculum.	All pupils will access a well-planned, diverse curriculum that teaches a wide range of subjects and promotes a variety of knowledge and skills.
Pupils have a broad range of experiences that broaden their cultural capital.	Pupils will have the opportunity to take part in a range of experiences. These will include half termly hooks (both internal and external), residential visits and music and sporting activities. Greater participation of PP children at afterschool clubs which are free to attend. PP children will participate in community events such as the carnival and singing events. Pupils will be able to draw on their experiences and apply them through multiple areas of learning.
All pupils including those that are disadvantages will sustain good attendance which is in-line with National benchmarks.	Attendance teams will ensure that systems and procedures are in place to promote the importance of good attendance. Attendance figures will be closely monitored on a monthly basis and parents contacted to discuss any concerns. Pupils will arrive at school on time and recognise the importance of being in school. Involvement of PFSA with parents to improve attendance.
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Observations and records will show that pupils are engaged in their home learning; with all homework being completed.

	Reading records to be developed to add more information that will assist parents with supporting their children at home. Parents of PP children will attend parent evenings, learning workshops and engage with other school events.

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: £40,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs and TAs to support quality first teaching and deliver targeted interventions.	Targeted support through quality first teaching, class support and the use of small group interventions will enable our PP children to make accelerated progress in Reading, Writing & Maths. Education Endowment Foundation: Feedback (+6months) Education Endowment Foundation: Small group tuition (+4months)	1,2,3
Highly trained teaching assistants to support key groups of children in every class which will include PP chn.	LSA within each class during the morning to work with focus groups will enable our PP children to make accelerated progress in Reading, Writing & Maths. Education Endowment Foundation: Feedback (+6months) Education Endowment Foundation: Small group tuition (+4months)	1,2,3

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

Budgeted cost: £79,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing highly skilled staff to ensure PP children with speech and language needs make accelerated progress plus delivery of ILI.	As part of our Speech & Language provision, all pupils causing concern will be screened for speech and language difficulties in order for timely referrals to be made and quality support for all pupils with a SLCP in place. Education Endowment Foundation: Oral language interventions (+ 6months)	1,2,3
Emotional well-being support. This includes supporting military families.	To fund provision for 2 members of staff to run sessions for those pupils identified as requiring support through ELSA, Nurture, Social skills groups etc. Education Endowment Foundation: Metacognition-and-self-regulation (+7months) Education Endowment Foundation: Social and Emotional learning (+4 months)	1,2
Support staff to deliver interventions to support accelerated progress. (Spelling detectives, Precision Teaching, Power of 2)	Member of support staff per year group to deliver reactive and focused intervention. This is regularly reviewed and adapted to support need. Education Endowment Foundation: Teaching assistant interventions (+4months)	1,2,3

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

Budgeted cost: £11,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
Hooks for curriculum experiences are offered to all children with some contributions from parents – PP children are offered financial support to meet these costs.	To expand experiences and aspirations around careers, university and further education. Pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Trips and visits provide a world view and enhance pupils' cultural capital and this can provide them with contextualised understanding to support their learning.	5

Subsiding the cost of Year 4 and Year 6 camp	Residential trips are based on collaborative learning and outdoor adventures – both of which have been proven to have a positive impact on learning. Education Endowment Foundation: Collaborative-learning-approaches (+5 months)	5
Extra mid -day supervisor to be available to support PP children and support behaviour and well-being on the playgrounds.	To support play opportunities, an extra midday supervisor is available on the playground at lunchtime. This can both facilitate play opportunities and support behaviour and the well-being of all pupils.	2
Support for parents to encourage their engagement	Phonics/reading workshops will support parents with being able to support their children at home with their home learning. Development of Reading records will further encourage parents to support their children at home. Education Endowment Foundation: Parental-engagement(+4months) Education Endowment Foundation: Homework(+5 months)	4
School jumper provided for each	All PP children are given a new school jumper each year. This ensures that children feel clean and appropriately dressed for school and that barriers to learning are removed meaning children feel safe and included in school life.	2

Total budgeted cost: £130,756

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Service Premium is spent on ELSA to ensure these children have a dedicated adult who will support their emotional well-being and offer any necessary pastoral support.
The impact of that spending on service pupil premium eligible pupils

Service pupils feel supported and know they can access ELSA if needed. They feel a part of the school community and are happy and settled at school.