



The Federation of Winklebury Infant and Junior Schools 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	The Federation of Winklebury Infant and Junior schools
Number of pupils in school	Infants- 150 Juniors- 192
Proportion (%) of pupil premium eligible pupils	Infants- 18% Juniors- 33%
Academic year/years that our current pupil premium strategy plan covers	2019-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing body
Pupil premium lead	Sarah Mathlin
Governor / Trustee lead	Mark Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants- £44,540 Juniors £85,822
Recovery premium funding allocation this academic year	Infants- £3915 Juniors- £9135
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	£143,412

Part A: Pupil premium strategy plan

Statement of intent

At Winklebury Federation, we aim to strategically use pupil premium funding to achieve our vision and ensure all children achieve excellence and reach their full potential. The school draws from national research alongside analysing individual and group school data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

All members of staff and the governing body are responsible for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide support to the families of disadvantaged children to enable them to meet the needs of their children.

We aim to do this through:

- Ensuring quality first teaching in all classrooms and that learning meets the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups.
- Ensuring that small group and 1:1 tutoring is provided to those most in need to overcome gaps in learning.
- Ensuring that no child misses out on a first hand experience of a trip or club due to financial constraints.

Challenges

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

Challenge number	Detail of challenge
1	Family circumstances, ability to finance events etc
2	Low level language skills, poor vocabulary on entry that remains a challenge throughout the federation
3	Emotional well-being due to family circumstances and events
4	Family circumstances, involvements of outside agencies

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
Increased parental involvement with school	Attendance rates increase, more parental engagement with their child's learning
Children able to access events, clubs etc without financial worry	More children participating in clubs, more trips available to all
Children able to discuss their feelings, worries etc with a trusted adult	Children are more settled in school and are more able to access their learning
Increased academic achievement for all pupil premium children in all subject areas	The gap between pupil premium and non-pupil premium is narrowed across the federation

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: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff across the Federation to be trained in Little Wandle phonics to ensure that all children have access to high quality phonics teaching.	EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2

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

Budgeted cost: £ 105,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional adults to support the teaching and learning for year 6 pupils	EEF Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	2
To provide booster groups for year 6 maths and year 2 maths and reading	EEF Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	2
1:1 support for those individuals not yet in receipt of an EHCP.	For those children to continue to be able to access their learning and have a trusted adult to support them. Continued low number of violent incidents.	2,3,4
Small group support aimed at children needing to 'keep up' in order to meet Age Related Expectations.	EEF Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	2
School Led Tutoring (first £11,000 NTP funded) Teacher and Level 3 LSA to deliver, rest of cost £20,520 (30 children)	EEF On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA -Individual support for children identified as needing emotional support including young carers, social skills, anger management and bereavement	EFF- social and emotional learning, improves interaction with others and self-management of emotions. This impacts on attitudes to learning and social relationships in school, which increases progress in attainment. We have a high need for this area and evidence this year has shown the impact it has on individuals' well-being and achievements	2,3,4
The PSA to provide tailored support for individual families both at home and in school.	EEF toolkit-Parental engagement This has a major impact on our community with increased numbers of families requiring support from external agencies. The PSA is a great link between these services for families and is often the lead professional on TAFs.	1,2,3,4
Subsidy for off-site activities and visitors to school.	All trips were able to go ahead last year as this budget subsidized them. More families are not paying so if we did not do this trips would not go ahead.	1,3
50% subsidy for 1 enrichment club.	More children are taking part in a wider range of clubs and are experiencing things they would not normally get to do.	1,3

Total budgeted cost: £ 141,949

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.

Although there was no national data available for 20/21 our internal data showed that Year 6 children achieved above 2019 national average in reading and maths but writing levels were severely affected by lockdown restrictions. The children showed considerable progress over the academic year and targeted catch up support for small groups and individuals really supported this.

Our Year 2 children were below the 2019 national average in all 3 areas but had made significant progress over the academic year through the use of catch up premium to focus on the gaps of missed learning.

Pupil premium children continue to underperform compared to non-pupil premium across the federation, this gap is closing but there is work still to be done.

The highest number of children across the Federation received ELSA support this year and it has formed part of many CP and CIN plans. Class teachers report that children are more engaged with their learning as they have the opportunity to discuss their thoughts and feelings with a trusted adult. Any issues can be identified quickly and appropriate action taken.

Attendance levels and punctuality have increased across the federation.

The PSA supported a number of families at different levels of support. Families are signposted to workshops and training as required.

Due to funding 1:1 support for children not in receipt of full EHCP hours meant that all children were able to access the curriculum more successfully and the number of behaviour incidents and violent incidences reduced significantly.

Through financial support to our disadvantaged families, all trips went ahead and no child was excluded.

PP children in 6 were able to attend the fun activities due to a large subsidy being made.

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