

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	Winter Gardens Academy
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022 – 2023 2023- 2024
Date this statement was published	December 2021 December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Catherine Stalham
Pupil premium lead	Emma Stoffel
Governor / Trustee lead	Dominic Carver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£179,668
Recovery premium funding allocation this academic year	£18,705
School Led tutoring grant	£19,278
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	£217,651

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, regardless of their background or challenges which they face towards their learning, make good progress and achieve high levels of attainment across the curriculum. The main focus of this disadvantaged strategy is to support disadvantaged pupils to overcome the challenges which they face within their learning and perform at least in line with their non-disadvantaged peers.

We will consider the challenges faced by our disadvantaged pupils who are in receipt of the pupil premium funding and also those who may be vulnerable or disadvantaged but not in receipt of the funding. Our aim is to ensure that every child here at Winter Gardens Academy is able to achieve.

High-quality teaching is fundamental and a key principle to this strategy and has been throughout our school over a number of academic years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside that of disadvantaged pupils.

This strategy will also cover wider school plans for education recovery after the Covid-19 pandemic, notably in the targeted support of children through tutoring and the allocation of the catch-up premium.

Our approach will identify and address common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that teachers understand the needs of their children
- act early to intervene at the point need is identified
- adopt a whole school approach to our strategy whereby we demonstrate high expectations of all of our children

We have used EEF guidance, DFE guidance. The Essex Disadvantaged Strategy, school data and information to help develop our school's strategy.

As in previous years, we will evaluate the impact of our strategy regularly and adjust our plan over time to secure better outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and comprehension</p> <p>From Reception baseline, teacher assessments and NELI assessments, we know that 75% of our disadvantaged children begin at Winter Gardens with lower than age related expectations in language and communication. It is also evident through the analysis of our reading assessments that the comprehension continues to be a challenge for our disadvantaged pupils as they move through the school, which prevents them from getting to age related expectations in reading, writing and maths.</p>
2	<p>Phonics and early reading</p> <p>Our phonics screening results at the end of year 1, show that 61% of our disadvantaged pupils achieved the expected standard compared to our overall % of 71% which is just below the national average of 75%.</p>
3	<p>SEMH and self-regulation</p> <p>From observations, discussions with children and families, it is clear that a number of our disadvantaged children find regulating their own emotions challenging which can impact on their learning.</p> <p>Wellbeing support has increased over the last year with 43 children requiring regular support from classroom support, wellbeing managers or SLT to regulate their emotions. 46% of these are disadvantaged and overall 17% of disadvantaged children. In 2022, this reduced to 31 children. 48% of whom are disadvantaged.</p>
4	<p>Attainment and progress</p> <p>Accelerating progress of disadvantaged pupils to achieve at least age related expectations in all subjects across the curriculum.</p>
5	<p>Attendance</p> <p>Attendance of disadvantaged pupils is approximately 5% less than other pupils. Persistent absence of disadvantaged pupils is 35.34% compared to 19% for other pupils.</p>

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
Improve oral language skills and vocabulary.	Pupils identified in EYFS as needing additional support for speech and language are age related by the end of KS1. Across KS2 the number of pupils reaching age related expectations in reading increases in every year group, with the overall aim that by the end of KS2 they are at least in line with other pupils.
Increase the % of disadvantaged pupils achieving age related expectations in phonics	By 2023-2024, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the Year 1 phonics screening. By 2023-2024, in Year 2 the overall % of pupils achieving age related expectations in phonics is at least in line with national average (95%).
Children have strategies to manage their emotions and self-regulate.	An increase in BOXALL and SDQ scores for identified children. Children are able to access the full curriculum and are meeting age related expectations. A reduction in the % of disadvantaged pupils needing additional support.
Close the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects by increasing the % of disadvantaged pupils achieving age related expectations.	In 2023 – 2024, KS1 and KS2 outcomes in reading, writing and maths combined show that disadvantaged pupils are achieving at least in line with national/school non-disadvantaged pupils.
Close the attainment gap between disadvantaged and non-disadvantaged pupils in foundation subjects by increasing the % of disadvantaged pupils achieving age related expectations.	In 2023 – 2024, in all year groups outcomes in all subject areas show that disadvantaged pupils are achieving at least in line with age related expectations/school non-disadvantaged pupils.
Increase the attendance for disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with the attendance of non-disadvantaged pupils, not below the national expectation of 96%, aiming for the school target of 97% The % of disadvantaged pupils who are persistently absent is below the national average for all pupils (currently 10%) or in line with the school average

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: £ 69,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD on word aware approach for teaching whole school vocabulary.	Essex Disadvantaged strategy: The language gap and links to socioeconomic disadvantage are well documented. Oral language, in particular, is a key indicator for future academic success. All disadvantage strategy review evaluations should focus on language.	1,4
Purchase phonetically matched reading books from a DfE recommended phonics scheme.	The DfE suggest that the texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. Practising with such decodable texts will help to make sure children experience success and learn to rely on phonic strategies. DfE validated Systematic Synthetic Phonics programme	2
Additional reading sessions taught within the school day. KS1 to teach reading using Read Write Inc.	There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach – EEF DfE validated Systematic Synthetic Phonics programme	2, 4
MAT wide CPD to staff on planning and sequencing of the curriculum intent and its implementation to ensure that high expectations, challenge and prior knowledge are addressed.	The Great Teaching Toolkit explain the importance of sequencing and teachers knowledge of how the learning is learnt. https://www.greatteaching.com/ Evidence Review Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#year-strategy	1,4
Use diagnostic assessments within learning cycles to assess the needs of both the cohort and specific children, and adapt teaching to meet these needs.	EEF state that taking consideration of pupils' prior learning is key if the children are going to be successful learners. https://www.greatteaching.com/ Evidence Review	4

<p>Subject leaders to create vocabulary documents to ensure that vocabulary is taught throughout foundation subjects and progression is clear.</p>	<p>Language development is accepted as being critical to cognitive development and learning itself is seen by many as a social activity</p> <p>https://ican.org.uk/media/1932/6_speech_language_and_communication_needs_and_primary_school_aged_children.pdf</p>	<p>1,4</p>
<p>Regular CPD for staff regarding quality first teaching, high expectations and using scaffolds to support children's learning.</p>	<p>EEF state the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>https://www.greatteaching.com/ Evidence Review</p>	<p>1,2,4</p>
<p>SEMH pupil support and training to all staff which focuses on building positive relationships with pupils and understanding behaviour. TPP and Behaviour Hub, The Nest, The Learning Zone, Zones of Regulation.</p>	<p>Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included then they will develop the skills and brain systems that provide resilience to stressors.</p> <p>https://schools.essex.gov.uk/pupils/social_emotional_mental_health_portal_for_schools/Pages/default.aspx</p> <p>Essex TPP statement</p> <p>'Research tells us that if children and young people have consistent experiences of being safe, healthy, active, nurtured, achieving, respected, responsible and included, they will develop the skills and brain systems that provide resilience to stressors' p7 of TPP Handbook</p>	<p>1,2,3,4</p>

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

Budgeted cost: £79,588.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use NELI in reception to baseline all children and then use the targeted intervention programme with key children.</p>	<p>The EEF state:</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of children during the transition from nursery to primary school.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>1</p>

Use WellComm in nursery to baseline the language development of the children and then targeted support for those who need it.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Explore language interventions that can be used in from Year 1 -6 (talk boost)		
Phonics intervention for years 1 and 2, and targeted key children in years 3 and 4 who are still on the RWI programme	EEF Phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Phonics EEF (educationendowmentfoundation.org.uk)	2
National tutoring programme will be used to focus on maths attainment in year 6.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4
Purchase an in school maths intervention – number stacks. To focus on children who are below age related expectations in years 5 and 6	positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £ 68,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
½ hour protect time for designated safeguarding leads to meet and discuss safeguarding, SEMH and attendance.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	3,5
Wellbeing manager available to provide support for families: discussions on phone; meetings; support with behaviour.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	3,5
Continue to build relationships with parents, monitor attendance and hold attendance meetings with attendance officer, deputy head and wellbeing manager.	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	5
Attendance incentives within school: attendance heroes, class attendance winner, certificates for 100% per term, improved attendance stickers	<i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'for wider approaches that support non-academic issues that impact success in school, such as attendance'.</i>	5
Contingency fund for acute issues. E.g – uniform, transport, trips and visits.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. <i>DFE Guidance Pupil Premium references that Pupil Premium can be used to 'help with the cost of educational trips or visits'.</i>	All

Total budgeted cost: £197,952.50

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.

In cohort data showed that at the end of Summer, disadvantaged children were performing in line with, or better than their non-disadvantaged peers in further areas, particularly year 2,3 and 6 reading. This was also the case for writing in years 5 and 6 as well as maths in year 6. However, this was not the case in all year groups across all subjects. For this reason, changes will be made to the strategy following pupil progress meetings next academic year to reflect provision in place for disadvantaged children, particularly in maths and writing.

Staff CPD this year will focus on ensuring learning is retained in the long-term memory to enable children to perform as well on assessments as they do within lessons.

Vocabulary development has been, and will continue to be, a large focus of this disadvantaged strategy. Children are showing a greater understanding of words and are more confidently using subject specific language within the curriculum. This will continue to be embedded over the next academic year.

In regards to the provision for disadvantaged pupils, ofsted reported 'Trustees and leaders have very high expectations for all pupils. They know the needs of the pupils and the community exceptionally well. Leaders have used this knowledge to systematically make improvements to the school and the quality of education that all pupils receive'

Extra-curricular

Due to covid, there were reduced school extra-curricular activities last academic year. We were able to ensure that all children were able to access any extracurricular clubs this by funding:

2001 breakfast club sessions,

2,171 towards support for extra curricular trips which was used by every year group. Including support for children to attend young voices and the residential. This meant that every child in the school was able to attend an extra-curricular trip.

Attendance:

The average PP attendance figure was 89% and for non-pp pupils it was 93%

The % of pupil premium persistent absence was 36%, compared to 19% for non pp.

Due to COVID-19 skewing the attendance data for the year before, it is not possible to compare.

Changes have been made to our attendance monitoring processes for this academic year: letters will become more frequent with the introduction of an additional notification letter; all parents whose children have attendance under 95% will receive a letter; there will be a weekly attendance newsletter with key information on; increased attendance meetings where necessary; monitoring will now take place

fortnightly rather than half termly; and we will be sending letters for persistent lateness. Within our weekly attendance rewards, we will be rewarding improved behaviour.

SEMH and wellbeing:

'The Nest' provision has been successful for many children this academic year. Out of those who accessed the provision last year 4/6 of those are now access learning in their classroom on a daily basis. Ofsted reported that Pupils who find managing their behaviour a challenge receive effective, individualised support in the 'learning zone' or 'the nest'.

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
Times Table Rockstars and numbots	Maths circle
Number Stacks	Number Stacks
Bug Club	Active Learn

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.