Pupil Premium Strategy Statement

2024-27.

2024-25 (Year 1 of 3)

including

Impact Report 2023-2024.

Pupil premium strategy statement

This statement details our school's use of pupil 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 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)**	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	From April 2025
Statement authorised by	Katie Herbert
Pupil premium lead	Jade Vickers
Governor / Trustee lead	Julie Mulcahy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,240
Recovery premium funding allocation this academic year School Led tutoring grant	£0
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	£204,240

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, as well as leaving our school with the skills, knowledge and understanding of the world that enables them to be successful as they enter the next stage of their lives.

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. 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 support, notably in the targeted support of children through tutoring and 'keeping up' intervention. The aim is that pupils are in line with National Averages for the EYFS Profile, Year 1 Phonics, Year 4 Multiplication Checks and KS2 SATs. 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 through rigorous assessment and analysis
- 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
- work in partnership with parents to support children's learning and development
- ensuring children are keeping up in line with their peers

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	**Language and phonological awareness** From the government statutory baseline (RBA) and teacher assessments we know that 40% of our disadvantaged children begin in our Reception classes with lower than age related expectations in language and communication. It is also evident through the analysis of our reading assessments that reading 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. Reception baselines of phonological awareness show that children enter our school with low levels of oral blending and segmenting skills, a pre-requisite for reading.
2	**Phonics and early reading** Our phonics screening results at the end of year 1, show that 67% of our disadvantaged pupils achieved the expected standard compared to our overall % of 75%.
3	**SEMH and self-regulation** 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. Wellbeing support from wellbeing managers or SLT is required to support children to regulate their emotions. There are a number of children who find the classroom environment difficult and therefore the Learning Zone provision has been created this year (Sept 2024) to support these children. Currently 8 children access this provision,
4	**Attainment, progress and 'keeping up'** We have identified that there are gaps in children's knowledge which prevents them from making the progress required to reach age-related expectations. Accelerating progress of disadvantaged pupils to achieve at least age-related expectations through the whole-school approach of 'keeping up'/acting quickly is integral in this supporting this. Year 6 outcomes are below National Average in all areas except writing (R – 62% PPG ARE, W - 62% and Maths 54% PPG ARE). Maths achieved the lowest attainment score across the cohort (63% ARE).
5	**Attendance** Attendance of disadvantaged pupils is approximately 3% less than other pupils. Whole school attendance is below National Average (92%).
6	**Parental Engagement** Parental support at home varies. In discussion with parents, some state they aren't sure how to help their child at home or do not have the knowledge of what is being taught in order to support them. Historically, attendance at parental workshops has been low.

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 outcomes for children in key year groups (EYFS, Y1 phonics, Y4 MTC, Y6 SATs\)	% of children reading age-related at the end of these key stages achieve in line with National Averages.
Increase the % of disadvantaged pupils achieving age related expectations in the Reception EYFS Profile.	By 2026-2027, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the EYFS Profile at the end of Reception.
Increase the % of disadvantaged pupils achieving age related expectations in phonics	By 2026-2027, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the Year 1 and Year 2 Phonics screening checks.
Increase the % of disadvantaged pupils achieving age related expectations in the Year 4 multiplication check.	By 2026-2027, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the Year 4 multiplication check.
Increase the % of disadvantaged pupils achieving age related expectations in Year 6 SATs.	By 2026-2027, disadvantaged pupils are achieving at least in line with national/ school non-disadvantaged pupils in the Year 6 SATs.
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. Children who access the Learning Zone provision are transitioned into, and are able to successfully access class.
Close the attainment gap between disadvantaged and non-disadvantaged pupils in core subjects by increasing the % of disadvantaged pupils achieving age related expectations.	In 2026-2027, 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.
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 or in line with the school average
Increase parental engagement in supporting children's learning	Parents know how to support their children in the core subjects for each year group.

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: £ 30,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership release: Reading, Writing & Maths leads have weekly release to monitor standards in their subjects. *Feedback to staff areas to improve, follow up on actions and ensure this is sustained.*	**EEF Research:** Professional development for teachers is a key success factor in interventions Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion	1, 4
EYFS Lead to organise and deliver CPD to staff on enabling environments and effective interactions. *Feedback to staff areas to improve, follow up on actions and ensure this is sustained.*	**EEF Research:** Professional development for teachers is a key success factor in interventions Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion **EYFS Statutory Framework:** Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.	1, 4
Additional phonics sessions taught within the school day.	***DfE validated Systematic Synthetic Phonics programme***	2, 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. ***Intervention is swiftly put into place to ensure children keep up and gaps do not widen.***	***EEF Research:*** By focusing on effective diagnostic classroom assessment, such as low-stakes retrieval quizzes, teachers can find the gaps in their pupils' understanding. This can provide important insights at a class level, by identifying whole topics in need of revisiting or reteaching, and supporting curriculum prioritisation; or, at an individual level, by indicating those pupils who would benefit from targeted interventions or additional support. ***https://www.greatteaching.com/ Evidence Review*** **EEF Research:** 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.	4

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

Budgeted cost: £62, 966

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use WellComm in nursery and new reception starters (non-nursery) to baseline the language development of the children and then targeted support for those who need it.	EEF Research: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	1, 2, 4
Phonics intervention (1:1 tutoring, whole class additional sessions) for years 1 and 2, and targeted key children in years 3 and 4 who are still on the RWI programme (Fresh Start)	EEF Research: 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.	1, 2, 4
Deliver Number Stacks to focus children who are below age-related expectations in years 4, 5 and 6	EEF Research: 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 class-room teaching EEF Research: 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.	4
Year 6 targeted support in maths with additional teacher (AL/JV) ***Teacher intervention on Thursday and Friday to ensure children 'keep up'***	EEF Research: Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regu-lation strategies. Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.	4
Year 6 teacher-led boosters every day (x2 maths, x2 reading)	**EFF Research:** Targeted academic support Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. **EEF Research**: 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. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	4
MyMaths and CGP homework books	EEF Research: Homework has a positive impact on average (+ 5 months). Pupils eligible for free school meals typically receive ad-ditional benefits from homework.	4

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

Budgeted cost: £ *110,447.40*

Activity	Evidence that supports this approach	Challenge number(s) addressed
½ hour protect time for designated safeguarding leads (including Wellbeing Managers) to meet and discuss safeguarding, SEMH and attendance.	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'.	3,5
Wellbeing managers available to provide support for families: discussions on phone; meetings; support with behaviour; working with professionals.		3, 5, 6
Continue to build relationships with parents, monitor attendance and hold attendance meetings with attendance officer, headteacher and wellbeing manager.	EEF Research: Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement.	5, 6
Attendance incentives within school: attendance heroes, class attendance winner, certificates for 100% per term, improved attendance stickers	EEF Research: Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families.	5
Attendance Officer to improve attendance	EEF Research: Attendance and family liaison officers play a multifaceted role within schools, primarily focused on monitoring attendance data and liaising with pupils, their families, and school staff to address attendance issues. Schools that choose to employ attendance and family liaison officers often do so because of the challenges they face, particularly in disadvantaged areas where attendance issues are more pronounced. These officers are seen as a strategic solution, possibly used in place of other attendance policies and practices, to directly address these complex issues.	5
Wellbeing Managers SEMH interventions and family support	EEF Research: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	5, 6
Multiplication booklets for Year 3 and 4	EEF Research: Quick retrieval of number facts is important for success in mathematics. It is likely that pupils who have	4, 6

	problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies. EEF Research: Homework has a positive impact on average (+ 5 months). Pupils eligible for free school meals typically receive additional benefits from homework.	
Resource packs for parents for RWI	EEF Research: Homework has a positive impact on average (+ 5 months). Pupils eligible for free school meals typically receive additional benefits from homework.	4, 6

Total budgeted cost: £205, 799

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.

At the start of this academic year, the infant side of the school building was closed for a term due to RAAC. This impacted access to the Reception, Year 1 and Year 2 classrooms, including outdoor areas and KS1 playground, HT/DHT/SENCO offices, sensory rooms x2, learning zone, library, music room, handwriting room and x2 SEND children's rooms. This resulted in Reception and Year 1 being taught as whole cohorts in the two halls and Year 2 being taught offsite for some time along with being based in a modular classroom on the KS2 playground. Areas in KS2 became shared office spaces, including the wellbeing room and breakout spaces where interventions and groups were usually carried out became areas for our high needs SEND children. The whole school reopened in January.

End of KS2 data: End of KS2 data shows that PP children were not performing in line with their non-disadvantaged peers in reading, writing and maths. This will continue to be a focus of the next academic year.

Phonics screening results: The % of PP compared to non-PP children who passed phonics screening was 64%/83%. This is an increase on the previous year (2022-2023 53%/68%). RWI tutoring had a significant impact on children's phonics screening scores, evidenced in practice phonics screening checks carried out throughout the year.

Word Aware has been successfully implemented across the school. Subject leaders have created key vocabulary documents so that they know what they will be taught over the half term in each subject. Children use these to to refer to key vocabulary throughout their lessons, when recalling prior knowledge and for self-assessment of their knowledge and understanding.

Breakfast club and trip subsidies: A total of 1,838 breakfast club sessions were provided for disadvantaged children during the academic year 2023-2024. Children were in class at 8:25 so could access extra support from teachers during early morning work sessions.
A total £2108.81 was spent 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 pupil premium attendance figures have risen from the previous academic year from 91% to 92.9%. Although attendance figures are improving, it is still below national average figures. Therefore, attendance will continue to be a focus.

Changes have been made to our attendance monitoring processes: 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; increased attendance meetings where necessary to support individual children and families; monitoring will now take place weekly; and we will be sending letters for persistent lateness. Within our weekly attendance rewards, we will be rewarding improved attendance, 5 minutes extra play for classes with 100% and exciting half termly awards for 100% attendance.

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