

# Wynstream Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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	<i>Wynstream Primary School</i>
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	54% 178
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025 2022/3. 2023/4 and 2024/5
Date this statement was published	<i>December 2024</i>
Date on which it will be reviewed	<i>September 2025</i>
Statement authorised by	<i>Ms Elise Redman</i>
Pupil premium lead	<i>Mrs Katy Tickle</i>
Governor / Trustee lead	<i>Mrs Michaela Young</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£250,020

# Part A: Pupil premium strategy plan

## Statement of intent

Wynstream Primary School's intention is that all pupils make good progress in all curriculum areas regardless of their background or barrier to learning. The school's aim is for all pupils to achieve the highest attainment possible. We will consider, and try to mitigate, the challenges faced by vulnerable pupils especially those with social care involvement or young carers.

Quality first teaching is our priority for pupils to ensure they make good progress. This has had the greatest impact on closing the attainment gap for disadvantaged pupils (according to who?). Intervention support in language, vocabulary, phonics and reading support catch-up for pupils below expected standards. Wynstream's objective is to ensure the barriers to learning are overcome with the aim that all pupils achieve national standards. We aim for all children to make expected or better than average progress in each year group so that over their time at Wynstream, children catch-up to their peers. In addition to quality first teaching and early interventions, we have engaged with the Atom Home learning which all children who are identified as PP in Year 3-6 will have free access to. We will provide technology, a space conducive to learning as well as supporting adults.

Our approach has been to respond to the individual needs of pupils and assess the impact of their level of disadvantage to ensure barriers are overcome and pupils achieve at their highest possible level.

## Challenges

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

Challenge number	Detail of challenge
1	Language -Assessments from entry into school indicate 33% pupils start school with limited language skills, poor oracy and vocabulary knowledge. This impacts upon their ability to communicate effectively and reading fluency. This gap in language and vocabulary skills are evident from EYFS. Language link assessments indicate many disadvantaged pupils have poor oracy and vocabulary. (EEF: Oral Language interventions (+5 months potential impact))
2	Poor phonological awareness and Reading fluency- assessments show disadvantaged pupils have more challenges learning phonics which impacts on their development to become fluent readers early. Pupils need to develop secure phonic knowledge and become fluent readers. To continue to embed Read Write Inc SSP phonics scheme to improve practice of phonics and hence reading fluency starting from EYFS and KS1. Our assessments show that some year groups (KS1 2024 Maths 42.8% %. Writing 28.5%. Reading 46.4%) Year 6 (KS2 2024 Maths 51.6%. Writing 56%. Reading 50%.

3	Maths – Our assessments indicate disadvantaged pupil’s attainment in Maths is below that of non-disadvantaged pupils especially fluency in arithmetic and times tables in KS1. However, year4 times tables data shows the gap between DA (25/46) and Non-DA (21/46)
4	Reading - School assessments show disadvantaged pupil’s attainment in reading is below non-disadvantaged in both phonic decoding and comprehension.
5	Attendance-this remains an area of challenge although there have been tiny year-on-year improvements. In 2023-4 the attendance of non-DS was 90.59%, whereas DS was 92.29%. Both are below the national level of 94.20%
6	The Mental Well-being of both pupils and their families is still an area that needs supporting. This is evidenced through the number of children who are experiencing EBSA and those who need additional support in school or signposting to other agencies.
7	Families in crisis – support offered to families through a variety of forms.

## 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
Improved vocabulary, language, or oral skills.	Assessments indicate more disadvantaged pupils' complete language and speech link and have improved oracy skills and vocabulary. Evidence for this will be found in Learning Journals, pupil voice and events where pupils perform such as assemblies.
Improved Phonic Screening Check outcomes and reading fluency including comprehension.	Key Stage 1 outcomes in 2024 show National Data outcomes are met for disadvantaged pupils. This includes PSC and KS1 Reading SATs. Key Stage 2 outcomes in 2024 show National data outcomes are met and progress measures for Reading SATs are above average. This progress will be sustained for the following two years 2024/5and 2025/6
Improved maths attainment at end points of KS1 and KS2 for disadvantaged pupils.	In 2024 KS1 SATs outcomes match national outcomes. This progress will be sustained for the following two years 2024/25 2025/26. 2024 KS2 SATs outcomes whilst still below national, has shown significant closing of the gap between Non DA and DA.
Improved attendance for disadvantaged pupils.	From end of 2024 sustained high attendance rate for disadvantaged pupils improves. To reduce the current gap of 2.09% between disadvantaged and national to less than 1%
To improve the mental wellbeing and self-esteem of our disadvantaged pupils.	Embed the graduated response map for mental health from 2022 detailing universal/targeted and specialist support. From the end of 2023 mental health surveys indicate a reduction in the

	<p>level of anxiety of pupils and a sustained increase in their wellbeing.</p> <p>Support from the mental health team and a high % of DA children selected to work with the team and become “Mental Health Ambassadors.”</p>
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## 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: £ 52,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b><i>Purchase of standardised diagnostic assessments (NFER and Star Reader).</i></b>  <b><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></b>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	2,3,4
<b><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></b>  <b><i>We will purchase resources and fund ongoing teacher training and release time.</i></b>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  Research shows 1:3 pupils growing up in a disadvantaged background have a language delay	1
<b><i>Further funding to support RWI delivery <u>DfE validated Systematic Synthetic Phonics programme</u> to secure stronger phonics teaching for all pupils.</i></b>	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
<b><i>Purchase of SPARX a timestable programme to improve fluency of times tables across Key Stage 2. Purchase of White Rose maths premium to support video lessons for pupils to view</i></b>	EEF -Mastery strategies have high impact for relatively low cost	3

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

Budgeted cost: £134,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily staffing of library for early morning (8.00) reading/homework club. 2x weekly sessions for Morning maths club for DA year 6 children	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a> Ensure that all children have opportunity to a quiet space and adult support to ensure that they have a quiet space to read and complete any learning. Targeted to Y5 and Y6	1,2
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. SALT delivered by NP	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Ilsham English hub.	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 when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
A significant proportion of children who receives tutoring will be DA, including those who are high attainers.	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 and in small groups. This will be lead and directed by highly experienced staff.	1, 2, 3, 4
Spot-On maths intervention in Key Stage 1 focusing on number and place value fluency.	1:1 targeted intervention for pupils to improve fluency in number. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a>	3

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

Budgeted cost: £96,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timid to Tiger programme for targeted families	The evidence base for CBT is well founded, additional evidence of impact of targeted support: <a href="https://pubmed.ncbi.nlm.nih.gov/21334564/">https://pubmed.ncbi.nlm.nih.gov/21334564/</a>	6 and 7
Group sessions and one-one delivered by Mental Health Team. Play therapist and wellbeing team on needs basis New PSHE curriculum to support mental health, Mental health assemblies.	Talking therapy evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6 and 7
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  See Improving school attendance document	5
Contingency fund for acute issues-food vouchers/ uniform / breakfast club.	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.	7

**Total budgeted cost: £284,686**

## 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.

and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Outcomes
Improved vocabulary, language, or oral skills.	Assessments indicate more disadvantaged pupils' complete language and speech link and have improved oracy skills and vocabulary. Evidence for this will be found in Learning Journals, pupil voice and events where pupils perform such as assemblies.	EYFS DA significantly outperformed Non-DA. Y1 Phonics DA and Non-DA same. Small gap in Y2 retake DA and Non-DA Small gap for F/M KS1 writing – indicates boys are matching girls in attainment. KS1 Reduced gap in DA
Improved Phonic Screening Check outcomes and reading fluency including comprehension.	Key Stage 1 outcomes in 2024 show National Data outcomes are met for disadvantaged pupils. This includes PSC and KS1 Reading SATs. Key Stage 2 outcomes in 2024 show National data outcomes are met and progress measures for Reading SATs are above average. This progress will be sustained for the following two years 2023/4 and 2024/5	KS1 EXS still remains below national and the gap between DS children in KS1 is still evident. Reading –41.1%. Writing –34% . Maths-44%  KS2 EXS Whilst attainment remains below national, last year's results show that the gap between DS and Non-DS is closing.  Reading 55% DS EXS  Maths 58% DS EXS  Writing DS 50% EXS
Improved maths attainment at end points of KS1 and KS2 for disadvantaged pupils.	In 2024 KS1 SATs outcomes match national outcomes and progress measures are above average. This progress will be sustained for the following two years 2024/45and 2025/6 KS2 maths below national, but greater attainment and progress made for our DS pupils.	KS2 DS outperformed the Non-DS in maths by 8%.  KS1 DS still has a 44% gap.
Improved attendance for disadvantaged pupils.	From end of 2023 sustained high attendance rate for disadvantaged pupils improves. To reduce the	ER data



	current gap of 4.2% between disadvantaged and non-disadvantaged to less than 1%	
To improve the mental wellbeing and self-esteem of our disadvantaged pupils.	Embed the graduated response map for mental health from 2022 detailing universal/targeted and specialist support. From the end of 2024 mental health surveys indicate a reduction in the level of anxiety of pupils and a sustained increase in their wellbeing.	<p>The survey informed us that 93.7% of children feel safe whilst being in school.</p> <p>92.3% of children also felt that they are well looked after whilst being in school.</p>

## 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
Atom Home Learning Free for all children from year 3 to year 6 who are DA. This one-line service provides children with a tutor like support in Mathematics and Literacy.	ATOM HOME

## Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	We used the £320 to support the service premium child in class
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*