

# Pupil premium strategy statement – St Winnow C of E Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 -26 to 2027 - 28
Date this statement was published	31.12.25
Date on which it will be reviewed	31.12.26
Statement authorised by	Jennie Southey
Pupil premium lead	Jennie Southey
Governor / Trustee lead	Dionne Pendlebury

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,183.38
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,183.38

# Part A: Pupil premium strategy plan

## Statement of intent

### Ultimate objectives

To protect and improve the lives of all children in our school, especially the vulnerable. Our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. We aim to support all disadvantaged pupils to achieve that goal, including those who are already high attainers. We aim to increase aspirations and promote children's physical and mental health. We aim to diminish the gap between the attendance of PP and non PP pupils.

### How does the plan work towards the objectives above

The pupil premium strategy sets out a clear three-tiered approach to addressing our objectives.

1. High Quality Teaching: At the forefront of our approach is investment into maintaining high quality teaching and teaching support across all classes, while also providing professional development opportunities. Ensuring an effective teacher is in front of every class, every day, is a key ingredient to the success of our provision and is therefore the top priority for our Pupil Premium spending.
2. Targeted Academic Support: Evidence consistently demonstrates the positive impact that timely, targeted academic support can have. We use a carefully selected, evidence-based range of support mechanisms, sometimes 1:1, in small groups or in class intervention strategies, which do not remove children from the classroom unnecessarily. This is a key component to sit alongside ongoing quality first teaching.
3. Wider Strategies: The final element of our approach is to provide support in tackling the most significant, non-academic barriers to success at school, including attendance, behaviour and social, emotional support, so that our pupils develop their physical and mental health and well-being, alongside developing their future aspirations.

### Key principles

Every child deserves a champion and access to an emotionally available adult. To ensure that all children, especially the vulnerable receive quality first teaching that is targeted specifically to identify gaps in learning and addressing barriers to learning. Our curious coaching programme helps support this ambition.

Targeted interventions will not mask a lack of quality first teaching. PP pupils will not be "hooked" on interventions that have no impact. (pupil progress reviews)

Every member of staff is a member of the team around the child. Every adult in the school has a responsibility to support vulnerable children.

## Challenges

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

Challenge number	Detail of challenge
1	Weaker learning behaviours. Some pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
2	Increasing number of children entering school with specific additional needs.
3	Assessments both summative and formative, show that disadvantaged pupils generally have lower attainment in phonics than their peers. This negatively impacts their development as readers. Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their non-disadvantaged peers.
4	Our observation, reading logs and discussions with pupils indicate that a greater percentage of disadvantaged children than non-disadvantaged children, do not engage with reading activities at home. This group is less likely to enjoy reading for pleasure or have support with their reading outside school. They are also less likely to have a varied range of suitable reading material within the home. This has a direct impact on early reading and potential outcomes at all key stages for many disadvantaged children.
5	Internal and external assessments indicate that maths/writing attainment among disadvantaged pupils is below that of non-disadvantaged peers.
6	Attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
7	Many of our disadvantaged pupils do not have the rich and varied experiences, beyond the classroom, of non-disadvantaged pupils.
8	Parental engagement; engagement with children's learning, supporting at home with reading and homework and supporting parents with their own learning/understanding.

## 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
1. Targeted disadvantaged pupils will demonstrate improved self regulation skills and emotional resilience, and this will further improve their behaviour and general readiness to learn.	Safeguard My School/TIS chronologies will show a record of a champion's intervention and the impact it has on that child.
2. Additional needs are supported effectively.	Children's identified needs are catered for and met. Children with additional needs are supported effectively through adapted teaching and targeted interventions.
3. Improved reading opportunities for disadvantaged children to develop a greater love of reading for pleasure promoting a lifelong love of books and reading.	Disadvantaged pupils' engagement with reading at home will be further developed and evidenced through weekly tracking of reading records. Improvement in attitudes towards reading are evident through pupil questionnaire responses. The quantity of high quality books will be increased so they are consistently accessed by disadvantaged pupils within all classrooms.
4. Improved maths attainment for disadvantaged pupils at the end of KS2.	Standardised tests will show an increase in maths standards with disadvantaged pupils achieving age related expectations.
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Children who are eligible for the Pupil Premium attend school at least as well other children (no in-school gap). Children eligible for the Pupil Premium close the gap between their attendance and the national attendance percentage for all children. There are significantly less Pupil Premium children who are Persistent Absentees at St Petroc's than the percentage nationally.
6. Pupils will have the opportunity to experience a wide range of extra curricular activities.	Pupils will attend all educational trips, residentials and, where appropriate, have access to after school clubs/extra curricular activities.

7. Improve parental engagement in school	<p>SENCO emails/messages vulnerable parents if and when necessary and signposts and refers vulnerable parents to courses and Early Help.</p> <p>Local church provides food boxes in all the school holidays for vulnerable families</p> <p>Close links with St Winnow and St Barts Church</p> <p>Senior staff available for pastoral support via Dojo</p> <p>Parental events such as phonics drop-in sessions</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain curious coaching process across the school which enables teachers to develop mastery in the full range of basic classroom skills and pedagogies that will lead to improved classroom delivery and improved outcomes for children in Maths and English.</p> <p>Focus on pupil premium children during the coaching sessions.</p>	<p>This approach is informed by the following sources:</p> <p>Paul Garvey - Talk for Teaching</p> <p>Andy Buck – BASIC Coaching</p> <p>Andy Buck – Leadership Matters</p>	<p>1, 2, 3, 5</p>

<p>Coaching and mentoring reading teachers to secure stronger phonics teaching for all pupils.</p> <p>Train new staff and TAs in our RWI programme to ensure consistent high quality teaching.</p> <p>A RWI consultant trainer to work alongside the RWI lead; monitor the quality of the teaching of RWI and coach alongside the reading teachers/fast track tutors.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2,3</p>
<p>Ensure all staff are confident and effective in leading children in Drawing Club/Curious Quest in EYFS and KS1</p> <p>Whole class guided reading and white rose Maths. This will be reflected in planning, book audits and ward rounds.</p>	<p><a href="#">1. High-quality teaching   EEF</a></p>	<p>2,3, 5</p>
<p>Implement regular pupil progress meetings. Use these meetings to reflect on the progress individual pupils, or groups of pupils, have made throughout the term and identify any</p>		<p>2,3, 5</p>

gaps in your provision or areas for improvement.		
Ensure all staff are trained in using Emotion Coaching to ensure there is a consistent approach for working with children to help them understand their emotions and self-regulate.	Emotion Coaching is a research-based tool developed by Dr. John Gottman  <a href="#">Emotion Coaching - trial   EEF</a>	1,2

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

Budgeted cost: £1377.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics / precision sessions targeted at disadvantaged pupils who require further support.	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="#">Phonics   EEF</a>	2, 3
Reading interventions: extra guided reading, comprehension activities	EEF indicates moderate impact for small group intervention (+4 months).	2,3

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

Budgeted cost: £6,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support for families who are vulnerable enabling them to attend all the trips and residential that we provide	50% discount given to PP children to attend residential and trust challenges	
Continue to develop Team around the child developing the partnership between classteacher/ TIS/ SLT ensuring that the class teacher takes the lead and is involved at each stage or updated to ensure a joined-up approach.	The team around the child works with our children to support individual needs. This ranges from behaviour support in school within the classroom setting, to grief and emotions coaching to the delivery of a range of therapies including Lego therapy and Drawing and Talking programme. The Team around the child is a proactive escalation tool used right across the school and supports the child in making the right choices in a variety of situations.	1, 3, 5, 6
Provide practical strategies to support learning at home.(e.g. RWI videos) Tailor school communications to encourage positive dialogue about learning. (Class Dojo) Offer more sustained and intensive support where needed.(e.g. after-school club)	The importance of parent/carer engagement in raising aspirations and achievement particularly for the disadvantaged pupils has been widely acknowledged (Goodall 2017; Education Endowment Foundation 2020).	2,3, 4, 5, 8
Attendance to continue to be monitored and follow up on absences.  Support parents with strategies to support good attendance.	<a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>	6

<p>Ensure meet and greet is in place for vulnerable pupils.</p> <p>Follow up on absence and lateness with pupils to identify barriers and reasons for absence.</p> <p>Hold attendance clinics to support parents with attendance.</p>		
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**Total budgeted cost: £ 25,183.38**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Desired Outcomes	Impact
<p>All children will have access to an emotionally available adult</p>	<p>Children have access to emotionally available adults. This is having a positive impact on our children as they are school ready and have the capacity to access their learning.</p>
<p>Our disadvantaged children will demonstrate improved home reading engagement.</p> <p>Our disadvantaged pupils will be consistently exposed to high quality reading experiences.</p>	<p>As a school, we have successfully fostered a love of reading. This has been evidenced through pupil conferencing. We have created positive reading environments and encouraged a supportive and enthusiastic attitude towards reading from an early age.</p> <p>Our adults read aloud regularly, there is informal book talk, reading recommendations from the adults and their peers, a scheduled daily time for reading and access to high quality books during break times, in clubs, or before / after school.</p> <p>Our disadvantaged children, who are not reading at home, are part of our daily readers in school however, a high percentage of these children do not engage with reading activities at home. This will be a focus moving forwards.</p>
<p>A coaching strategy implemented (using a fusion of talk for teaching/incremental coaching/Buck) that enabled teachers to develop mastery in the full range of basic classroom skills and pedagogies that will lead to improved classroom delivery and improved outcomes for children.</p>	<p>As a school, we know that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. We have successfully created a climate for coaching and continued to implement our model of coaching, focusing on the professional development of maths and drawing club.</p> <p>As a result of the coaching in drawing club, we now have a consistent model for teaching English across KS1.</p>

	<p>The other major benefits of our coaching have been;</p> <p>Improved learning in the classroom – it has raised self-awareness and deepened self reflection.</p> <p>Improved creativity in the classroom and across the school, allowing the school to thrive in today’s changing and challenging world, where speed of adaptation and innovation is so important.</p> <p>A greater openness for staff to share practice, take risks in trying new things, admit and learn from mistakes and create a whole school learning culture. Greater engagement from staff and students – by involving them in their work, sharing responsibility for learning and creating more independence. Moving forwards, our coaching sessions need to focus on our pupil premium children.</p>
<p>Improved attendance for disadvantaged pupils. Widening experiences and extending opportunities.</p>	<p>Attendance remains a focus for school, particularly the attendance of our PP children. Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.</p> <p>Extra-curricular activities were significantly raised in the last year, with all children having the opportunity to take part in numerous events.</p>
<p>Improve parental engagement in school</p>	<p>The school staff effectively supports vulnerable parents in ensuring their child is school ready and has the capacity to learn.</p> <p>As a school, we need to continue to improve parental engagement (tea and talk, RWI parent sessions)</p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle Ltd
Talk for Writing	Pie Corbett
Accelerated Reader	Renaissance
RWInc online	RWInc
SATS bootcamp	
Drawing club/ Curious Quest	

## Service pupil premium funding (optional)

*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***

The individual children's barriers were identified and appropriate provision was put in place.

### **The impact of that spending on service pupil premium eligible pupils**

As a result of this funding the children have had positive experiences in school but we have also been able to provide them with emotional support when their loved ones have been deployed.

## Further information (optional)

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