



Winston Way Academy

The best in everyone™

Part of United Learning

Pupil premium strategy statement 2022-3

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Winston Way Academy
Number of pupils in school	650
Proportion (%) of pupil premium eligible pupils	19% (136 pupils) 141 Pupils in 2022-2023 year
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Helen Penner, Principal
Pupil premium lead	Paul Dean, Assistant Principal
Governor / Trustee lead	Beth Walker, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,915
Recovery premium funding allocation this academic year	£ 7,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£151,690

Part A: Pupil premium strategy plan

Statement of intent

At Winston Way Academy, we believe all pupils should make good progress and achieve their potential across all subject areas. Our pupil premium strategy is to support pupil premium pupils to be the best that they can be.

Quality-first teaching is the driver of our approach with a focus on the areas in which disadvantaged pupils require most support. Research shows that this has the greatest impact on closing the disadvantaged attainment gap.

We have a robust process that starts with assessment, analysis of the assessment to find gaps in learning, structured changes to curriculum pedagogy and scaffolding learning to maximise pupils' accelerated learning. We believe in nurturing the whole child, with a particular focus on promoting mental health awareness through the explicit teaching of social and emotional skills.

To ensure the process is effective, all staff take responsibility for disadvantaged pupils and have high expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge	Review- Summer 2023
1	Pupil's wellbeing and personal development due to the effects of the pandemic	
2	Oracy development due to high mobility and number of EAL	
3	Attainment in reading, writing and phonics	
4	Attendance	
5	Parental engagement and support	

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.

Challenge number	Intended outcome	Success criteria
1	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying and behavioural incidents and an increase in pupils using self-regulating strategies
1	To promote the personal development of pupils	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
2	Improved speaking and listening skills in EYFS	EYFS communication and language skills outcomes in 2024/24 to be in line with national expectations.
3	Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 to be in line with national expectations.
3	Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 to be in line with national expectations.
4	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced • the percentage of all pupils who are persistently absent being below 10%
5	Improved parental engagement and support	Increased parental involvement in half termly parent workshops, weekly homework and parent consultations

Activities 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: **£75,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Impact reports on use of the Thrive Approach</p>	1	<p>Behaviour Incidents Decrease</p> <p>Compared to last year there were less incidents in the present academic year in Sep, Oct, Dec, Jan, Feb and March, November 2022 had more incidents than Nov 2021 due to a rise in incidents involving SEND, classroom and playground behaviour.</p> <p>Thrive class profiles all show good progress and are used to help identify children who need targeted support from the Pastoral Team.</p>
<p>To embed the DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3	<p>Phonics End of spring term data:</p> <p>All pupils -26%</p> <p>PP-5%</p> <p>Non-PP – 33%</p> <p>Summer term: Extra adult assigned to teach in Y1 including phonics interventions.</p>

Improve use of metacognition and self-regulation strategies to support learning.	<p>The EEF guidance is based on a range of the best available evidence</p> <p>EEF metacognition and self-regulation</p> <p>Collaborative learning approaches</p> <p>Principles of Instruction by Barak Rosenshine</p>	2, 3	<p>Drop-ins show Rosenshine's Principles used effectively.</p> <p>KAGAN introduced and being embedded.</p> <p>Recaps during phase meetings.</p>																												
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3																													
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 1</p> <p>Improving Literacy in Key Stage 2</p> <p>Preparing for Literacy - EYFS</p>	3	<p>Spr 2023 Reading Exp+%:</p> <table border="1"> <thead> <tr> <th></th><th>All Pupils</th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>Y1</td><td>39</td><td>18</td><td>46</td></tr> <tr> <td>Y2</td><td>61</td><td>56</td><td>63</td></tr> <tr> <td>Y3</td><td>63</td><td>56</td><td>66</td></tr> <tr> <td>Y4</td><td>57</td><td>20</td><td>64</td></tr> <tr> <td>Y5</td><td>72</td><td>71</td><td>72</td></tr> <tr> <td>Y6</td><td>64</td><td>53</td><td>71</td></tr> </tbody> </table>		All Pupils	PP	Non-PP	Y1	39	18	46	Y2	61	56	63	Y3	63	56	66	Y4	57	20	64	Y5	72	71	72	Y6	64	53	71
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<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 Preparing for Literacy - EYFS</p>	<p>3</p>	<p>Spr 2023 Writing Exp+%:</p> <table border="1"> <thead> <tr> <th></th><th>All Pupils</th><th>PP</th><th>Non-PP</th></tr> </thead> <tbody> <tr> <td>EYFS</td><td></td><td></td><td></td></tr> <tr> <td>Y1</td><td>25</td><td>9</td><td>30</td></tr> <tr> <td>Y2</td><td>25</td><td>19</td><td>27</td></tr> <tr> <td>Y3</td><td>31</td><td>25</td><td>39</td></tr> <tr> <td>Y4</td><td>26</td><td>20</td><td>28</td></tr> <tr> <td>Y5</td><td>61</td><td>28</td><td>60</td></tr> <tr> <td>Y6</td><td>31</td><td>25</td><td>35</td></tr> </tbody> </table>		All Pupils	PP	Non-PP	EYFS				Y1	25	9	30	Y2	25	19	27	Y3	31	25	39	Y4	26	20	28	Y5	61	28	60	Y6	31	25	35
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<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3</p>	<p>Test completed each term and used in pupil progress meetings each term to identify children that need extra support.</p>																																

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

Budgeted cost: **£44,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention</p> <p>Flash Academy to support EAL Attainment pupils: Accelerating English Proficiency</p>	2, 3	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>RWI impact report</p>	2, 3	<p>Y1 Phonics End of spring term data EXP+:</p> <p>All pupils -26%</p> <p>PP-5%</p> <p>Non-PP – 33%</p> <p>Summer term: Extra adult assigned to teach in Y1 including phonics interventions.</p>
Targeted reading and writing intervention for disadvantaged pupils	<p>Literacy Pirates impact report shows that it has a track record of boosting children's reading and writing skills.</p> <p>http://literacypirates.org/impact-report/</p>	3	Literacy Pirates children (Y5 and Y6) show more engagement and reading for pleasure.
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-	<p>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:</p>	3	

<p>led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>7 groups -(35 children)</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>		
<p>To complement high quality teaching with carefully selected small group and one to one intervention</p>	<p>Use of speech and language therapist for targeted support.</p> <p>Redbridge Speech and Language</p> <p>RCSLT Report Alternative Provision</p>	2	<p>Jan 2023 New speech and language therapist appointed (coming 1 days a week across the school).</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 5	Behaviour Incidents Compared to last year there were less incidents in the present academic year in Sep, Oct, Dec, Jan, Feb and March, November 2022 had more incidents than Nov 2021 due to a rise in incidents involving SEND, classroom and playground behaviour. Bullying There were 35 incidents last academic year from Sep 2021 – Mar 2022. There were 12 incidents last academic year from Sep 2021 – Mar 2022.
Whole staff and family training on the Thrive Approach to support teaching of social and emotional learning.	Impact reports on use of the Thrive Approach EEF Report: Improving Social and Emotional Learning EEF Report	1	
Free school clubs for PP children			Free clubs offered to PP children for a term.
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4	All pupil's attendance for this academic year so far from 1/09/2022 till today has improved compared to last year. PP children is 92.86%, whilst the overall school attendance excluding nursery is 93.16%

Increase parental engagement in children's learning.	<p>The EEF Parental Engagement – Evidence review paper emphasises the impact parental engagement can have on pupil outcomes.</p> <p>Working with Parents to Support Children's Learning</p> <p>Use of Family Thrive to support parents with their child's social and emotional development.</p>	5, All	Family Thrive sessions launched and receiving positive feedback from parents
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£31,690**

Total budgeted cost: £151,690

Externally provided programmes

Programme	Provider
RWI	Ruth Miskin
Flash Academy	FlashAcademy
Conquer Maths	GenericMaths Ltd
Purple MASH	2 Simple
TTRS	Maths Circle Ltd
NumBots	Maths Circle Ltd
Oxford Owl	Oxford University Press
Literacy Pirates	Literacy Pirates Limited

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year

Pupil premium strategy outcomes

Intended outcome	Success criteria	Impact
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	NELI tracking data for individuals shows pupils made good progress.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 to be in line with national expectations.	2022 data below national expectations.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 to be in line with national expectations.	2022 data below national expectations.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant reduction in bullying and behavioural incidents and an increase in pupils using self-regulating strategies• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	Pupil survey data very positive. Bullying incidents remain low. Increase in number of bullying incidents due to lockdown in previous year. All pupil premium children offered a free club.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced	Whole School 2022 attendance data 94.8% (Previous Year was affected by the pandemic)

	the percentage of all pupils who are persistently absent being below 10%	
Improved parental engagement and support	Increased parental involvement in half termly parent workshops, weekly homework and parent consultations	Workshops lead by phase leaders.