


Pupil Premium Strategy Statement 2020-2023

	Winwick CE Primary School						
Academic Years beginning	2020-2021	2021-2022	2022-2023		2020-2021	2021-2022	2022-2023
Total number of pupils	194			Total PP Budget	£32,280		
Date of most recent PP review by Governors: Autumn Term 2 (CJ) Report to FGB November 2020 Report to Governors July 2021		Date of next scheduled review by Governors: Summer Term 2 (CJ) Report to FGB July 2021 Autumn Term review with Lead Governor (CJ)		Number of eligible PP pupils	24		

Attainment Outcomes Y6							
Figures for pupils eligible for PP	2020-2021 (internal data as no external this year due to Covid-19)	2021-2022	2022-2023	National figures for pupils not eligible for PP (2019 as no data for 2020)	2020-2021 (internal data as no external this year due to Covid-19)	2021-2022	2022-2023
% achieving expectation in reading	100% ARE 66% GD			73% ARE 27% GD	85% ARE 48% GD		
% achieving expectation in writing	100% ARE 33% GD			78% ARE 20% GD	81% ARE 30% GD		
% achieving expectation in maths	100% ARE 33% GD			79% ARE 27% GD	81% ARE 33% GD		
Progress measures reading				0.1			
Progress measures in writing				0.1			

Progress measures in maths				0.1			
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Attainment Outcomes Y2							
Figures for pupils eligible for PP	2020-2021 (internal data as no external this year due to Covid-19)	2021-2022	2022-2023	National figures for pupils not eligible for PP (2019 as no data for 2020)	2020-2021 (internal data as no external this year due to Covid-19)	2021-2022	2022-2023
% achieving expectation in reading	n/a*			76% ARE 22% GD	76% ARE 34% GD		
% achieving expectation in writing	n/a*			70% ARE 16% GD	66% ARE 17% GD		
% achieving expectation in maths	n/a*			76% ARE 22% GD	72% ARE 31% GD		

* Y2 July 2021-22: No Pupil Premium children

Strategy (Cultural Capital)	
A	Improved vocabulary, language and oracy skills that impact on reading and writing progress across all year groups
B	For all pupils to have improved resilience through access to wider opportunities that will impact positively on learner behaviours and pupil outcomes
C	To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence

TEACHING					
Strategy	Desired Outcome	Chosen approaches	Evidence & Rationale	Staff Lead	Milestone indicators
Improved vocabulary, language and oracy skills that impact on reading and	*Increased % of pupils meeting the standard of the Phonics Screening Test *Increased % of pupils who can	(See the English Action Plan for more detail) *Pupil books are to be high quality, challenging and engaging (cross-curricular links made where applicable) *Pupil books to showcase the grammar and language (year group appropriate)	Rationale: Pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Progress and attainment in	LD	*Assessment lead to monitor English and Reading in termly progress meetings with all year groups *See google calendar

<p>writing progress across all year groups</p>	<p>read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3</p> <p>*Quality of teaching improved as evidenced through subject leader monitoring walks</p> <p>*Book Scrutiny from English lead demonstrates progress in all year groups</p> <p>*Improved outcomes across all year groups in reading and writing</p>	<p>the children will use in their writing</p> <p>*Writing planning to follow the 6 steps in the teaching sequence: immerse, analyse, plan, write, review (SPAG is part of each stage of the process) – to be monitored by English Lead</p> <p>*Devise long term plan for writing outcomes linked to high quality text which covers required elements of entertain, discuss, persuade, inform</p> <p>*Writing is planned for with audience and purpose foremost in mind</p> <p>*Teachers to write own WAGOLL for modelled writing or use the modelled examples</p> <p>*Prioritising the hearing of the lowest 20% for daily reading</p> <p>*Fluency is considered alongside decoding before children progress through book bands</p> <p>*Application to NELI through DfE funding scheme (will hear about this in December). If we do not qualify for this, school will fund this project moving forward (£375 resourcing/ £195 training)</p> <p>*Once phonic knowledge is secure, KS2 to have a balanced focus on vocabulary development, fluency and comprehension skills</p> <p>*Pupils struggling with fluency are to have opportunities to practise re-reading familiar books to an adult, with</p>	<p>reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. There are still gaps in attainment and progress of boys. It is a priority at Winwick CE Primary School that reading is the key to success and accessing life-long learning.</p> <p>Evidence:</p> <ul style="list-style-type: none"> -Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2 -High quality teaching for all is the most important leveller for improving outcomes (EEF Guide to Pupil Premium) -Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud. (These are strategies that we have already been using and will continue to embed as can be 	<p>*English LTP and MTP monitored by English lead termly</p> <p>*Assessment lead to monitor English and Reading in termly progress meetings with all year groups</p> <p>*See google calendar</p> <p>*English lead to deliver training on assessing writing and strategies to improve writing at all stages.</p> <p>*SEND support plan reviews (Termly) to discuss English targets</p> <p>*Reading Salford assessments at the beginning and end of year</p> <p>*Regular phonics assessments monitored by Assessment lead.</p>
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		<p>appropriate feedback about how their reading sounds/next steps</p> <p>*Pupils in KS2 have the opportunity to spend time within school, as well as part of home learning, to increase Reading speed through use of Reading Plus.</p>	seen in more detail in the English Action Plan.		
IMPACT MEASURES					
2020-2021		2021-2022		2022-2023	
<p>Following the lockdown from March to June in the academic year 2019-20, in-line with government guidance and using educational research, the school put in place our Recovery Curriculum which was designed to ensure recovery of any lost learning and enable an intensive 'catch-up' programme of support for all pupils, including our Pupil Premium pupils. Where required, targeted support was given to Pupil Premium pupils in addition to the above. This adaptation to our usual curriculum for the academic year of 2020-2021 has resulted in pupils making good progress across the year, catching-up on lost learning linked to the 19-20 lockdown and achieving positive outcomes across English and Maths by the end of the academic year.</p> <p>During the lockdown from January to March 2021, all Pupil Premium pupils had a place in school available, however not all families wished for pupils to be in school during this time. Laptops were available for all Pupil Premium pupils who needed access to one during the lockdown period. For all pupils, our home learning offer during</p>					

<p>lockdown mirrored the coverage that would have been available should pupils have been onsite.</p> <p>Online Reading tools – Reading Plus and Bug Club - were used to supplement the teaching of reading and also enable pupils to be able to continue to access appropriately levelled reading materials and activities during lockdown, as well as facilitating targeted reading support whilst pupils have been in school.</p> <p>INSET on writing assessment took place in January for teachers/teaching assistants to ensure all were familiar with writing expectations for EYFS/KS1/KS2 and teachers have used the Literacy Counts units to support well sequenced learning opportunities for all pupils in writing, which has been seen through monitoring of pupils books and also online learning.</p>		
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TARGETED ACADEMIC SUPPORT					
Strategy	Desired Outcome	Chosen approaches	Evidence & Rationale	Staff Lead	Milestone indicators
Effective Systematic Synthetic Phonics programme in place leading to improved	<p>*Increased % of pupils meeting the standard of the Phonics Screening Test.</p> <p>*Increased % of pupils who can</p>	<p>*Regular, planned assessment of pupils' phonics attainment and knowledge using assessments and past Phonics Screening Materials.</p> <p>*Daily timetabled teaching of Letters & Sounds in EYFS/KS1.</p>	<p>Rationale:</p> <p>Outcomes from the Phonics Screening Check historically were below national and were an action from previous Ofsted 2018. Whilst the previous two years data has</p>	LD	<p>*Phonics baseline on entry to school in September for EYFS/ Yr1/Yr2/ Yr3.</p> <p>*Regular phonics assessments monitored by phonics lead LD.</p>

phonics outcomes for all pupils.	read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1, Y2 and Y3.	<p>*Regular monitoring of phonics provision by English lead and subsequent coaching where necessary by other skilled members of the teaching team.</p> <p>*Targeted intervention where necessary</p> <p>*Develop the use of Phonics Play for use in home learning.</p> <p>*Clear data analysis of Phonics Screening Check which shows current position of pupil attainment.</p> <p>*Re-Screening of pupils who have not previously met the standard in line with school assessment points.</p> <p>*Application to NELI through DfE funding scheme (will hear about this in December). If we do not qualify for this, school will fund this project moving forward (£375 resourcing/ £195 training)</p> <p>*Catch-up programme in place in KS2 and delivered by trained phonics group leaders. This time to be prioritised and safeguarded.</p> <p>*Pupils in Y2 continue to access daily phonics lessons to catch-up on missed learning from 2019/20 academic year due to COVID-19.</p>	<p>been strong it is key to reading that Phonics remains a high priority.</p> <p>Evidence</p> <p>-EEF toolkit states phonics interventions have a +4 months impact on most vulnerable pupils</p> <p>-EEF Guidance Report Improving Literacy in Key Stage 1 states that effectively implementing a systematic phonic programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.</p>		*Mock phonic screening check to take place termly.
To address the social, emotional and mental health needs of pupils who are most at	*The school offers the right support at the right time to pupils who require support in the development of their social and	<p>*Teachers to model resilience and positive learner behaviours by thinking out loud, modelling and class discussions. This can also come through in PSHCE</p> <p>*Teachers to be mindful that following on from Covid-19, pupils may need additional modelling of learner</p>	<p>Rationale: - Outside of the home, school provides the most consistent influence on pupils’ development</p> <p>- 10% of all children and young people aged 5 to 16 have a clinically diagnosable mental health problem - We recognise that in order to be</p>	NH	*Recovery curriculum planning document monitored by SLT and learning walks taking place in Autumn term and termly.

risk of underachieving	<p>emotional skills. As a result they are more settled and ready to</p> <p>*Fewer pupils exhibit discharge behaviours in school</p> <p>*All children feel supported and ready to learn</p>	<p>behaviours and expectations. Children may need specific work on resilience through in discrete lessons.</p> <p>*PSHE Lead amend quantity of delivery model for this subject and rearrange the content to suit the needs of the pupils following the Covid break from school.</p> <p>*PSHE lead purchase new scheme through the PSHE association to support those pupils who are at risk of underachieving.</p>	<p>successful both staff and pupils must be enabled to develop and improve their self-confidence, resilience and emotional intelligence</p> <p>Evidence:</p> <ul style="list-style-type: none"> - EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils -EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. This will come through in the recovery curriculum planning for Autumn term. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities. 		
IMPACT MEASURES					
2020-2021		2021-2022		2022-2023	
<p>Following the lockdown from March to June in the academic year 2019-20, as part of our Recovery Curriculum, additional targeted phonics support was put in place for all pupils, including our Pupil Premium pupils. Phonics remained a key priority within the Recovery Curriculum and daily phonics continued throughout the lockdown during Spring 2021. Phonics CPD was provided to all teachers/teaching assistants in Summer 21 to refresh and update phonics knowledge and to maintain a consistency across the school with phonics delivery and provision.</p> <p>Phonics Outcomes 2020-21</p>					

% passed phonics screening	EYFS	Y1	Y2	Y3			
All Pupils	10%	83%	93%	100%			
	(31)	(29)	(28)	(3)			
Pupil Premium Pupils	0%	75%	n/a	n/a			
	(5)	(4)	(0)	(0)			

WIDER STRATEGIES					
Strategy	Desired Outcome	Chosen approaches	Evidence & Rationale	Staff Lead	Milestone indicators
To improve the attendance of pupil premium pupils with an increased understanding of the importance of attendance specific focus on persistent absence	<p>*Increased understanding of the importance of attendance following on from Covid-19</p> <p>*Decrease in pupil absence year on year</p> <p>*Decrease in PA year on year</p> <p>*Poor attendance does not impact on pupil progress and attainment</p> <p>*Families are supported in resolving any issues which impact on a pupil's attendance.</p>	<p>*We acknowledge that attendance may be harder than ever to maintain next year following on from Covid-19. We strive to make all parents feel that their children are safe in school ready for the return to school in September.</p> <p>*We acknowledge that the role of the Attendance Officer needs to be very high-profile next year and promoted with all parents through newsletters and the school website</p> <p>*Continuing with proactive approaches to encourage good attendance e.g. Friday class reward, certificates daily and half termly.</p> <p>*Regular monitoring of pupil premium attendance with EWO and Pupil Premium Lead</p> <p>*Early intervention approach with response letters and EWO (Letter 1, Letter 2, meetings with EWO, home visits etc.)</p>	<p>Rationale</p> <p>- Across school, attendance has improved however Pupil Premium pupils still have on average lower attendance than all other pupils</p> <p>- In particular there is a gap between the PA of pupil premium children and all pupils.</p> <p>Evidence</p> <p>-There is clear evidence to show that good attendance impacts positively on pupil achievement.</p>	ER SD	<p>*Termly attendance report to Governors</p> <p>*In school attendance data shows improvements termly</p>

		*Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner.			
To strengthen partnerships with parents and carers so that they can confidently support pupils' learning	*Parents and carers feel confident in supporting pupils' progress at home *Hard to reach/vulnerable families are interacting with the VLE	<p>*School website and online learning offer enhanced during Covid-19. We will continue to develop this offer over the academic year so that more children are participating and parents can support their pupils' learning with more confidence. This will also allow parents to effectively communicate with teachers if they cannot come into school due to Covid-19</p> <p>*Experienced member of SLT as the lead on this and deliver effective and timely CPD for all staff. They will also deliver training and helpful support documents for parents and carers.</p> <p>*VLE team set up to support the VLE lead in promoting the VLE with families</p> <p>*Teachers to monitor which families are engaging in the online learning offer in their classes. Strive to ensure even hard to reach families are engaging.</p> <p>*Consistent approach developed to reading at home; develop a reading culture at home (See English Reading section for more detail and the separate English Action Plan)</p>	<p>Rationale: Discussions with staff and the belief that parents are key in supporting their child's learning and this is particularly beneficial for our disadvantaged pupils plus our busy working parents. Following on from the Covid-19 pandemic, home learning is more important than ever and this is an area that we can really tap into.</p> <p>Evidence: - Research from the EEF Guidance Report: Parental Engagement explains that a successful school communication tool can have a myriad of benefits. It can improve attendance (another area of improvement).</p>	SLT	<p>*Website and home learning offer successfully set up and all children logging in Autumn Term 2020</p> <p>*Workshops delivered to parents via Zoom/Loom Autumn Term 2020 and ongoing yearly.</p> <p>*CPD for staff delivered in Autumn term</p> <p>*Update reports for Governors on % of pupils accessing home learning and the online learning offer.</p>
IMPACT MEASURES					
2020-2021	2021-2022		2022-2023		

<p>At the beginning of the Autumn term, priority was given to ensuring all pupils were set up on Google Classroom and that they were able to log in and access their class page. Carefully planned series of CPD sessions were delivered to teachers/teaching assistants to ensure all were confident with how to access, upload, feedback and assess pupils work, in preparation for using Google Classroom for homework and, if required, home learning. Parent guides for using Google Classroom and other online learning tools were sourced/developed and shared with parents. During lockdown, engagement with online learning was 98% of pupils, for those pupils who had not engaged within the first couple of days, contact was made with families and laptops provided and/or places in school were offered. Prior to lockdown, a review was completed of Pupil Premium pupils to identify who would require places in school/laptop provision, so this could be put in place quickly should a lockdown be announced, which enabled provision to transition smoothly to home learning.</p>		
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