

Pupil premium strategy statement

1. Summary information					
School	Winwick CE Primary School				
Academic Year	2019/2020	Total PP budget	£21760	Date of most recent PP Review	N/A
Total number of pupils	186	Number of pupils eligible for PP	Y1-1 Y2-1 Y3-2 Y4-3 Y5-3 Y6-4 Total 14	Date for next internal review of this strategy Governor review of strategy: September 2019/ Feb 2020/ July 2020	Census: Oct 2019 Termly Governor meeting

2. Current attainment		
NB. Standardised Points Progress for 2018-19 not yet available – due in by end of Sept. Data added for comparative is from 17-18. 18-19 data to be added when it comes in.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	83% (all PP children in school for academic year 18-19) 100% (KS2 Reported data for year 17-18; based on 2 children)	64.9%
Standardised Points Progress KS1 to KS2 Reading	3.19 (2017-18 Data)	1.0
Standardised Points Progress KS1 to KS2 Writing	5.36 (2017-18 Data)	2.0
Standardised Points Progress KS1 to KS2 Maths	-0.5 (2017-18 Data)	-1.4
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	- Attendance (PP have historically lower attendance than non-PP however this was addressed 2018-2019. Continue to monitor this academic yr)	

B.	- Social and emotional needs	
C.	- Disadvantaged pupil group - some delayed speech, language and communication, transient pupils, some passive behaviour.	
External barriers		
D.	- Disadvantaged pupils – low parental engagement with school, difficulty getting into school to meet with staff due to working/ family commitments.	
4. Desired outcomes		Success criteria
A.	Pupils with PP make better progress than non-pupil premium nationally at Y1 phonics, KS1 & KS2.	Progress at end KS2 is +, all PP pupils attain at the Phonics scores
B.	Pupils with PP attendance rates improve to well above the school target.	Improvement on overall attendance
C.	More middle attainment PP pupils achieve greater depth in reading, writing and maths.	Vast majority achieve greater depth in RWM

5. Planned expenditure					
Academic year		2019/2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Track and	Leadership of	Increased capacity to	Pupil book look every	SLT team	Dec 2019 and termly

analyse pupil premium children in order to plan bespoke provision and measure impact of provision	Pupil Premium	provide additional leadership drives this priority in school.	three weeks incl all pupils who are PP. All leaders aware of which children across school are PP. Pupil progress meetings led with staff over PP pupils.		based on data
ii. Targeted support					
To ensure WAVE 1 teaching meets the needs of each learner instead of relying on interventions; planning and team teaching	Intervention	Pupil premium books demonstrate rapid progress Planning demonstrates bespoke targets for PP children. Evaluations demonstrate PP children are making good progress	Tracking with data and books. Lesson obs with teachers and TA's. Planning scrutiny by HT	SLT	Dec 2019 and termly
To deliver intervention programmes; inclusive of a strategy that support a pre and a post teach strategy to ensure pupils keep up with	Intervention	Pupil outcomes demonstrate at least good progress Improved outcomes for PP children in EYFS. Year 1 PP in phonics demonstrates has narrowed when compared to EYFS GLD statement 9 reading. KS1 interventions demonstrate a narrowing of	Tracking with data and books. Lesson obs with teachers and TA's. Planning analysed to check for progress.	SLT	Dec 2019 Support pre and post teach with TA interventions within class: JM: figures for her work with individual pupil (2 hours per day) - Hourly Rate with on-costs £15.27, £152.70

their peers.		an attainment gap where one appears by the end of year 2. KS2 interventions demonstrate the attainment gap has closed by the end of year 6.			per week. CJ: figures for work with PP Y3 children for two hours per day. Hourly Rate with on-costs £17.64, £176.40 per week (2 hours per day). Taking an average term as 12.66 weeks JM termly cost: £1933.18 and CJ £2,233.22
To ensure TA's are highly trained and understand their role in helping pupils to achieve	Intervention	Staff can articulate their role and attainment and progress for PP children linked to TA provision can be clearly linked to TA intervention	TA obs, TA CPD and Performance management	SLT	Review training termly: use funding from teaching and learning budget
To provide a welfare that will respond to any family welfare issues that may arise.	Health and Wellbeing	Resolution of pastoral issues identified through joined up care meetings. Parent questionnaires are positive. Target pupil questionnaires are positive demonstrating an awareness of help	Vulnerable children files show progress. Data reviews with Pupil Progress mtgs. Use of the mental health CAHMS referral scheme to	SD/ JM	£2000 yearly figure for buy in to mental health service.

		<p>offered.</p> <p>Case studies identify positive impact from actions.</p> <p>Pastoral work can clearly be tracked to improved pupil academic outcomes.</p>	support pupils and staff.		
Targeted support to improve attendance and behaviour that is linked to families to break down barriers to learning	Early Help Co-ordinator (pastoral lead) Health and Wellbeing	PP children attendance and punctuality are either in line or better than peers. Improved whole school attendance figures	Vulnerable children files show progress. Data reviews with Pupil Progress meetings.	ER	Attendance officer in school: £800 Per term (7 hrs per week) EWO: £2,319.75
Total cost for the yr					£17,019
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To define a clear policy on PP spending that has been agreed by governors and published on the school website.	Leadership of Pupil Premium	Published document	Governor minutes, action logs. Pupil premium challenge questions identified through governor minutes	SD CJ (Governor)	Termly review
Governors to	Leadership of	Demonstration of clear	Governor minutes, action	SD	Termly data sharing

examine and challenge when appropriate on impact statements in HT reports on PP children attainment and progress.	Pupil Premium	progress from prior attainment for PP children	logs. Pupil premium challenge questions identified through governor minutes	CJ (Governor)	and progress of those pupils
Governors to examine and challenge appropriate resources, intervention strategies and require a planned response for PP children and evaluation of the impact	Leadership of Pupil Premium	Minuted challenge questions, clear understanding of cost of resources and impact of actions	Governor minutes, action logs. Pupil premium challenge questions identified through governor minutes	SD CJ (Governor)	Reviewed termly in meetings
Governors require that the SLT ensure good	Leadership of Pupil Premium	PP progress reported per term in HT report demonstrating impact in	Governor minutes, action logs. Pupil premium challenge questions	SD/ CJ/DR (Governor)	Termly review

robust management of all teaching staff including discussions about all PP children's performance.		attainment and progress. PM target for teaching staff linked to PP pupils in pupil outcomes target.	identified through governor minutes		
Total budgeted cost					£0

6. Review of expenditure from previous academic year								
Previous Academic Year Review			2018/2019					
i. Targeted support								
Desired outcome	Chosen action / approach	Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.			Lessons learned (and whether you will continue with this approach)	Cost		
Track and analyse pupil premium children in order to plan bespoke provision and measure impact of provision	Leadership of Pupil Premium	<u>Pupil Premium Data Overview 2018-19</u>				Next academic year: Closer focus on GD in Writing to identify if combined GD could be raised for Pupil Premium children; this is also something that will be a key focus for all children next academic year too. Some PP children also overlap with the SEN register meaning additional support and intervention has been given linked to their individual learning needs in addition to PP interventions – this will continue next academic year.	Total cost for section is £0	
		Against ARE	Working Below	Working Towards	Working At			Greater Depth
		Reading	0%	8%	92%			16%
		Writing	0%	17%	83%			8%
		Maths	0%	8%	92%			21%
		RWM Combined	0%	17%	83%			0%
		(1 child = approx. 8%)						
Pupil Premium children are performing very well across the								

		school in Reading, Writing and Maths and Combined against ARE.	Through Teacher Pupil Progress meetings/data information, teachers are aware of all their PP children and plan accordingly. This is reviewed with teachers at different points during the year – again this will continue next academic year.	
ii. Quality teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure WAVE 1 teaching meets the needs of each learner instead of relying on interventions; 1:1 consultant planning and team teaching	Intervention	See above outcomes for the PP children. Interventions clearly working and consultants impact on teaching for all ensures that every child's needs are being met.	Continue to monitor the wave 1 teaching and learning of all pupils to ensure that PP children are getting the best deal. No need for external consultant support next yr.	£18,639 in total for section ii
To deliver intervention programmes; inclusive of a strategy that support a pre and a post teach strategy to ensure pupils keep up with	Intervention	Observations of TAs and lessons show that the pre and post teach methods are working to support our most vulnerable PP pupils.	Continue with pre and post teach strategies.	

their peers.				
To ensure TA's are highly trained and understand their role in helping pupils to achieve	Intervention	Training and CPD over the term has impacted on the pre and post teach strategy as well as how marking on the spot can move learning on considerably.	CDP to continue for TAs and teachers focusing on all pupils inc the PP.	
To provide a welfare that will respond to any family welfare issues that may arise.	Health and Wellbeing	First response and co-ordinated response with pastoral team engages well with adults as shown in parental feedback forms. Issues that arise are dealt with straight away and small details picked up. This was noted in our Safeguarding LA review as a strength of our school.	The first response to pastoral works well at Winwick and this needs to continue with morning briefings and high profile of interventions quickly.	
Targeted support to improve attendance and behaviour that is linked to families to break down barriers to learning	Early Help Co-ordinator (pastoral lead) Health and Wellbeing	Attendance for all pupils including the PP children has improved considerably. Noted in LA review from SIP. There is still one pupil who is PP and is PA but this is being monitored closely, support given to the family and support for school from the EWO.	Continue with EWO support for the pupils who fall just below the average as well as to support the one family with PA.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To define a clear	Leadership of	Policy on the website, ratified by Governors	Continue with all aspects of	Total

policy on PP spending that has been agreed by governors and published on the school website.	Pupil Premium	with termly review meetings held. Notes of visit are available on request.	Governor challenge for PP children. This needs to continue as well as take opportunity to develop through appropriate CDP for Governor lead.	cost for section iii £0
Governors to examine and challenge when appropriate on impact statements in HT reports on PP children attainment and progress.	Leadership of Pupil Premium	Termly meeting on impact statement and outcomes for pupils.	Continue with all aspects of Governor challenge for PP children. This needs to continue as well as take opportunity to develop through appropriate CDP for Governor lead.	
Governors to Identify appropriate resources, intervention strategies and put in a planned response for PP children and	Leadership of Pupil Premium	Governors support the appropriate funding and actions taken for those PP pupils in school. They are aware of what is taking place to support those children and receive termly updates on progress to assess the impact the strategies are having.	Continue with all aspects of Governor challenge for PP children. This needs to continue as well as take opportunity to develop through appropriate CDP for Governor lead.	

evaluate impact				
Governors ensure good robust management of all teaching staff including discussions about all PP children's performance.	Leadership of Pupil Premium	Staffing is discussed for all levels so Governors are aware of who is delivering and the money being allocated to the PP pupils in school.	Continue with all aspects of Governor challenge for PP children. This needs to continue as well as take opportunity to develop through appropriate CDP for Governor lead.	

Reviewed with new outcomes set: September 2019

Proposed to Governors: September 2019