

PUPIL PREMIUM STRATEGY

1. Summary information

School	Winns Primary School				
Academic Year	2020/2021	Total PP budget	£185,484	Date of most recent PP Review	July 2020
Total number of pupils	631	Number of pupils eligible for PP	121	Date for next internal review of this strategy	July 2021

	<i>Pupils eligible for PP (your school)</i>	<i>National average for non-disadvantaged pupils</i>	<i>Attainment for pupils eligible for PP</i>	<i>National average for all non-disadvantaged pupils</i>
% achieving in reading, writing and maths			78	71
Reading	+ 4.5	0.32	94	78
Writing	+ 0.8	0.27	84	83
Maths	+3.0	0.37	84	84

2. Main barriers to educational achievements (for pupils eligible for PP, including high ability, in school and out of school)

A.	Covid impact: school closure has had a negative impact on the education of disadvantaged pupils. Gaps have widened . Disadvantaged pupils are less likely to be able to engage in home learning and less likely to read at home.
B.	On entry assessments demonstrate that some children start school with lower than expected levels of receptive and expressive language, some because they have English as an additional language and some because of speech and communication difficulties.
C.	Some families do not speak English at home and lack confidence supporting their children with homework, particularly reading and writing. The Winns has a high proportion of pupils who are at the early stages of learning English and families regularly join who are new to English.
C.	For some children, they have limited opportunities to engage in rich, extra curricular activities outside school.
D.	For some children , poor attendance at school impacts on their education.
E.	Poor housing for some families, including overcrowding , means they have no space to complete homework. They don't have access to technology to support them with learning and often live in conditions which are detrimental to their health and education

3. How the impact will be measured

<i>Desired outcomes</i>	<i>Success criteria</i>
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Vulnerable families are known and supported - they are making progress in school and engaging well in education. Parents feel more confident supporting children with learning at home.	Vulnerable families are accessing school for support Family Support Worker has formed strong relationship with families and families know how to access support through school Families who are in need are receiving support from agencies – case studies show impact of work of Family Support Worker Families are supported to understand the curriculum and how to support children at home
Disadvantaged pupils are in school (or engaging consistently in learning at home) and attendance is in line with national	Attendance is at least in line with national for PPG pupils The EWO is working closely with families where there are concerns Attendance for key children is tracked and shows improvement over time
Vulnerable pupils are well supported in relation to mental health and well being and are enjoying school	School psychotherapist and learning mentor are supporting vulnerable children effectively – case studies show impact of work Pupil surveys show that pupils are happy coming to school Tracking of pupil progress demonstrates that they are making good progress
Disadvantaged pupils are making good progress across all subjects	Outcomes for PPG pupils at the end of KS2 demonstrate that attainment and progress is at least in line with national. Proportion of PPG pupils at end of KS2 who are achieving the higher standard is in line with national PPG pupils are accessing and benefitting from a range of interventions/targeted support
Disadvantaged pupils are engaging in learning at home and making use of digital platforms to increase engagement in learning	Pupils are using a range of digital platforms consistently Where children need access to technology at home, school has been able to provide support (lending out lap tops to families who need them).
Disadvantaged pupils are reading avidly and can demonstrate increased comprehension and vocabulary.	Accelerated Reader and Bug Club tracking demonstrates that disadvantaged pupils are reading a wide range of engaging texts Pupils are accessing high quality interventions where needed in school Outcomes in reading at the end of KS1 and 2 are in line with national for PPG pupils Phonic Screening results for children in Y1 are in line with national
All adults are confident teaching reading and supporting children to catch up where needed	Observations of teaching show that teaching assistants are confident delivering lessons in reading and working with children who need support
All pupils have access to a rich curriculum which engages them in learning	Regular trips and visitors expose children to the world beyond their classroom PPG pupils are participating in a range of after school activities School curriculum has been reviewed to ensure it is broad and balanced

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4. Planned expenditure

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.

Quality of teaching for all		Cost: £105,000
Objective	Actions	
To further develop quality of teaching in reading, particularly early reading	Embed new approach to reading in EYFS/KS1 Train all staff to be able to confidently teach early reading Release member of staff to work alongside teaching assistants, coaching them to improve practice Ensure books going home are appropriate – purchase phonetically decodable texts Train up two teachers to become Reading Champions – ensure all children who are falling behind receive consistent , high quality support Ensure all staff have access to training in early reading – leaders to work with staff to develop practice Improve resources for whole class reading – purchase class sets of high quality texts and phonetically decodable texts Purchase appropriate online resources to support with reading at home. Run reading workshops for parents to support with home learning	
To continue to develop quality of teaching , particularly for recently qualified teachers	Protected time for senior leaders to work alongside teachers in the classroom Release teachers to observe each other's practice Ensure staff receive appropriate training – focus on whole school reading training Continue to ensure that teachers have access to CPD during Covid lockdown	
Ensure all children are reading regularly at home and at school and are developing a love for reading	Use Accelerated Reader and Bug Club to motivate reading at home. Track home reading to ensure that children who are not engaging at home are identified and support put in place in school Part fund school librarian to ensure that children have access to high quality texts and are directed to books that interest them Ensure children are reading high quality texts in school and reading is prioritised during lockdown Organise termly author visits to promote reading Ensure all children who have fallen behind are known by leaders and are tracked and monitored carefully Work with parents to ensure they understand how to support their child at home to read confidently and fluently	
Ensure children who have English as an additional language are receiving support	Provide 1-1 and small group interventions for children with EAL Ensure families are supported during lockdown and vulnerable families are accessing education Run EAL classes in school for parents Track progress of EAL pupils across school	

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To develop parents' confidence support their children with learning	Run workshops for parents (online if necessary) to help them to support their children at home. Identify families where work is not submitted – work with them to overcome barriers Provide digital support for families , including providing them with devices where needed
Targeted support.	
Costs: 55,484	
Objective	Action
To be able to support families in need and ensure that disadvantaged pupils are in school and able to engage in learning	Family support worker (part fund from pupil premium grant) works with families in need Attendance is carefully tracked and action taken when needed Work with families to ensure they can engage in digital learning at home Provide families with devices where needed Run parental workshops to increase engagement in school
To provide well-being and mental health support for identified pupils	Learning mentor and psychotherapist delivering high quality support for individual pupils Learning mentor to continue to support children at school and at home through weekly calls and check ins
Other approaches	
Costs: 25,000	
Objective	Action
To ensure pupils experience a range of wider curriculum opportunities, beyond their classroom	Provide subsidised places for disadvantaged children to attend clubs and after school provision and support with residential costs Plan (post covid) a range of trips and visits Subsidise opportunities for music tuition for identified pupils
Ensure curriculum children are accessing is broad and balanced and	Review wider curriculum to ensure it meets the needs of all pupils Release teachers and leaders to work together to further develop the wider curriculum
Total budgeted cost	
£185,484	

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5. Review of expenditure			
Previous Academic Year			
i. Quality of teaching for all			
Chosen action/approach	Evaluation of 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
ii. Targeted support			
Chosen action/approach	Evaluation of 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
iii. Other approaches			
Chosen action/approach	Evaluation of 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
Total budgeted cost			£185, 484