

# Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Winsor Primary				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£203, 120	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	621	<b>Number of pupils eligible for PP</b>	151 + 2 LAC 25%	<b>Date for next internal review of this strategy</b>	Complete

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	Reading 61.1% Writing 75% Maths 69.4% RWM 58.3%	71.4% 76.3% 74.8% 61%
<b>Progress Score in reading</b>	-0.6	0
<b>Progress Score in writing</b>	+0.1	0
<b>Progress Score in maths</b>	+0.1	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
<b>B.</b>	A significant number of our pupils require pastoral support to access teaching & learning in school.
<b>C.</b>	A higher proportion of PP pupils have SEN or identified additional needs, than the overall school population
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The school has a deprivation indicator of 0.48 (national 0.24) which is in the highest quintile (RoL p9 2017)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Early Years and KS1. Improve overall reading levels across the school.	Pupils eligible for PP in Reception class make accelerated or at least expected progress by the end of the year. The % of PP pupils working at age expectation (Reading) is not significantly different to the % of Non

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		PP children at age expectation.
<b>B.</b>		<p><b>Impact End of Year</b>  76% of children achieved GLD at the end of Reception. 81% achieved the expected standard in reading and 31% exceeded the ELGs for reading.  64% of PP children achieved GLD. The PP cohort consists of 14 children with 2 receiving HNF for additional needs. 71% of PP children achieved the expected standard in reading and 14% exceeded the ELGs for reading.  <i>There is still a discrepancy in reading between PP children and non PP children in Winsor. Data is not yet available to compare these groups to the national picture.</i></p>
<b>C.</b>	Attainment of Pupil Premium pupils in line with the overall National Average at the end of KS.	<p>Progress for PP children is good with fewer children requiring mentoring to secure expected progress.  Attainment of PP matches or betters the national average.</p>
		<p><b>Impact End of Year</b></p> <ul style="list-style-type: none"> <li>At KS1 76% of all pupils attained the expected level in reading, 69% in writing and 86% in maths. Of the pupil premium cohort 50% achieved in reading, 50% in writing and 71% in maths. All PP children made expected progress with some accelerated progress in maths.</li> <li>A KS2 78% of all pupils attained the expected level in reading, 79% in writing and 79% in maths. Of the pupil premium cohort 88% achieved in reading, 88% in writing and 78% in maths. Progress analysis will be completed on test scores.</li> </ul>
<b>D.</b>	Behavioural and attendance issues for Pupil Premium pupils are addressed across the school.	<p>Fewer behaviour incidents recorded for these pupils  Attendance of PP matches overall school average.</p>
		<p><b>Impact End of Year</b></p> <ul style="list-style-type: none"> <li>Overall attendance for PP is 92.4% compared to non PP of 95%</li> <li>17% of the overall school are classed as persistently absent compared to 12% of the PP cohort.</li> <li>There have been 123 reflections in the summer term compared to 283 in the autumn term. Number of reflections seems to vary by class rather than PP status. Children who have cross morbidity with SEN and PP do have a higher number of reflections but this is a small amount of children accounting for a disproportionate amount of reflections.</li> </ul>
<b>E.</b>	Early identification of and appropriate intervention for children with additional needs.	<p>Progress of pupils with SEN/PP is expected or better.  PP pupils with additional needs are allocated and access appropriate provision.</p>

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		<p><b>Impact End of Year</b></p> <ul style="list-style-type: none"><li>• All children have made progress on P-Levels. CASPA has been purchased to provide personalised and accurate targets to measure progress against.</li><li>• A wide range of provision is still available to all children.</li><li>• A significant number of referrals have been made to LCIS, OT, SALT etc. All requests for support from the inclusion team have been addressed and parental liaison is good with 100% of annual reviews attended.</li></ul>
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5. Planned expenditure					
Academic year		2017/18			
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?
A. Improved oral language skills in Reception	Staff training on supporting early language acquisition.  Staff training on Tales Toolkit and release time for EYFS lead to support effective implementation across EYFS.	We want to invest some of the PP so that all staff feel upskilled to support language acquisition.  An investment in an approach to support language in EYFS will lead to improved outcomes without the need for intervention later.	Courses/Training Providers selected using evidence of effectiveness.  Use INSET days to deliver training.  EYFS Leader to monitor and outline implementation of Tales Toolkit in EYFS action plan 17/18	EYFS Lead	Jan 2018
Improve overall reading levels across the school  Early identification of and appropriate intervention for children with additional needs.	Training and resourcing of Assertive Mentoring across the school.  Purchase of additional reading assessments and tests.  Bought in professional services (SALT, OT and Counsellor) to assess and work with specific children/provide specialist training for staff.	EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.  Assertive Mentoring has been established in Winsor Primary, investment in additional reading assessment materials will lead to accurate assessment and thus well planned/ pitched in lessons	Assertive Mentoring training for all new staff and refresher for current staff.  Monitoring by phase leaders and DHT.  Cross checking of reading teacher assessments and test data.  Inclusion Team meetings with clear outcomes and children tracked from point of initial concern.	Deputy Head for Assessment  Inclusion Lead	Jan 2018
<b>Total budgeted cost</b>					£40,000
ii. Targeted support					
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

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					<b>implementation?</b>
Improved oral language skills in Reception  Improve overall reading levels across the school	Language interventions delivered by Languages Co-ordinator.  Specialised assessment for all children not making expected progress in EYFS- language- by a Speech and Language Therapist	Some of the students need targeted support to catch up.  Specialist assessment will also allow for early intervention thus ensuring expected progress from entry to school.  For those children who have historically not made expected progress intervention will be targeted for catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.  Timetabling for Language Lead to deliver sessions. Identification of children from clear provision map.  Monitoring of SALT and quality assurance.  Establish links for Language Lead to develop CPD and cross school learning.	Inclusion Lead	Jun 2017
Improve overall reading levels across the school	Weekly small group or individual sessions in reading for pupils not making expected progress with an experienced teacher who knows the child well.  Mentoring release time for all class teachers- covered by specialist provision teachers (music, PE and MFL)  Training and resourcing of Assertive Mentoring across the school. Purchase of additional reading assessments/tests and resources to support home learning.	We want to provide extra support to ensure good progress in reading for all children and ensure that when they leave Winsor their reading levels are in line with their national counterparts. Small group interventions with highly qualified staff have been shown to be effective (Visible Learning by John Hattie and the EEF Toolkit). We believe the best staff to deliver these interventions are the class teachers so that there is also transference to classroom teaching/learning.  For Pupil Premium children who are on track for expected progress they will be challenged for higher attainment (using FFT estimates as a guide) and can be challenged for higher attainment. These children will be provided with booster sessions in holidays/after school or 'aspiration' work with authors, debate training or relevant visits.	Mentoring cover time and preparation time paid for out of PP budget.  English Co-ordinator and RWI Lead release partially paid for by PP with some time spent directly working with pupils identified through in school data/trends.  G+T Co-ordinator to facilitate additional sessions for children requiring challenge.  Release for teachers in 2/6 to meet with parents and provide specific feedback around testing and gaps.  Staff asked to volunteer for Booster/Easter school etc. Time paid back in lieu.	Pupil Premium Coordinator	February 18 (Mock SATs) then July (End of KS results)
<b>Total budgeted cost</b>					£100,000

### iii. Other approaches

Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you
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	<b>action/approach</b>	<b>for this choice?</b>	<b>implemented well?</b>		<b>review implementation?</b>
Behavioural and attendance issues for Pupil Premium pupils are addressed across the school.	<p>Full time support worker employed to monitor pupils and follow up quickly on absences. First day response provision including home visits and phone calls.</p> <p>Funded spaces will also be available in breakfast/after school clubs to tackle lateness.</p>	<p>Progress and good attainment for children can only be achieved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step- this was also highlighted in the school's last OFSTED report (Sep 2015)</p> <p>There is also an impact on PP children from non PP children with sporadic attendance as the need to catch these children up on missed learning not only interferes with quality first teaching it stretches resources and disrupts the consistency of interventions.</p>	<p>Team around the school meetings will identify children to target.</p> <p>The Family Support Worker will support with phone calls and same day home visits.</p> <p>Individual support for families with poor attendance will be identified, recorded through an Early Help Record.</p>	Pupil Premium Coordinator	Jan 2018
Behavioural and attendance issues for Pupil Premium pupils are addressed across the school.	<p>2 x trained Nurture Group practitioners to deliver a nurture curriculum.</p> <p>Learning Mentors to deliver targeted behaviour intervention for identified students (using Boxall Profile)</p> <p>Family Support Worker to engage with parents and plan Early Help- tackle external barriers to learning (housing etc.)</p> <p>School Counsellor employed to work with vulnerable children/address trauma events in school.</p>	<p>The Nurture Group Network has evidenced improved outcomes for children who attend a Nurture Group.</p> <p>Research has shown the importance of developing positive attachments to brain development and the capacity to learn.</p> <p>Maslow's hierarchy of need also highlights the importance of meeting basic (housing etc.) and social/emotional needs before positive progress can be made.</p>	<p>Ensure identification of target pupils is fair, transparent and properly recorded using the Boxall Profile Online- purchased using PP budget.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Specific tracking of attainment of families with Early Help or accessing Pastoral provision.</p> <p>Observations and establishment of links with other nurture groups to develop and extend current practice. Research and train as a Forest school as well as Thrive to enrich our behaviour curriculum.</p>	Pastoral Team	Jun 2018
Behavioural and attendance issues for Pupil Premium pupils are addressed across the school.	<p>Families requiring emergency, specific and short term support (travel cards, uniform etc.) will be agreed by the Pupil Premium Lead and recorded via an Early Help record.</p>	<p>Early intervention for families before issues escalate.</p> <p>During difficult situations for a family, school will ensure consistency for the children.</p>	<p>Spending will be tracked via Early Help and reported to Governors each term.</p>	Pupil Premium Lead	Governors Termly

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<b>Total budgeted cost</b>	£63,000
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<b>6. Additional detail</b>

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