**Pupil Premium Strategy Statement and Review**

**COVID-19 Update**

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students’ needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that ‘disadvantaged’ pupils’ barriers to learning will continue to be overcome wherever possible:

* Step 1 – Ensuring basic needs are met (food parcels, agency support calls.
* Step 2 – Access to home learning (support packs, laptops, stationery packs).
* Step 3 – Recovery curriculum – well being, catch up programmes, resources etc for return to school.

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children’s Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.

**What is the Pupil Premium?**

The pupil premium was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,320 per primary pupil in the current financial year. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care.

**How much funding do we receive?**

Here at North Wingfield Primary School we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between and their peers.

This year, each child receives £1,320. A total of 157,08.00 hasbeen allocated between April 2020 and April 2021.

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| 1. **Current attainment**
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| End of KS2 – no of children 28, (disadvantaged 18 other 10) | *Children eligible for PP (your school)* | *Children not eligible for PP (national average)*  |
| **% achieving the expected standard in reading, writing and maths** | End KS2 – 38% | End KS2 -77% |
| **% achieving the expected standard in reading** | End KS2 -43% | End KS2 -77%% |
| **% achieving the expected standard in writing** | End KS2 -52% | End KS2 -92% |
| **% achieving the expected standard in maths** | End KS2 -38% | End KS2 – 92% |

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| 1. **Barriers to future attainment (for children eligible for PP including high ability)**
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| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* |
|  | The progress of vulnerable groups will be at least good or better. Key Priority 2 |
|  | To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences for vulnerable groups.Key Priority 4 |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance rates for children eligible for PP  |

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| 1. **Outcomes**
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|  | **Desired outcomes and how they will be measured** | **Success criteria**  |
|  | The progress of vulnerable groups will be at least good or better.Children will make good progress and are in line where possible with their end of year expectation. | * A climate of mutual support will be created;
* Basic skills will be taught well and pupils will be given enough opportunities to practise and consolidate the things they have learnt in English, mathematics, and science in other subjects
* The provision for vulnerable groups will be enhanced so as to improve their achievement.
* Children’s social and emotional well-being will be catered for and they will be able to make the progress needed.
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|  | To provide a highly stimulating environment with an organisation of the curriculum that provides rich, varied and imaginative experiences for vulnerable groups.  | * Pupil Premium Children will develop a love of reading that will support their other studies and provide them with an essential life skill
* Pupil Premium Children will achieve a fluency and understanding in maths that supports their other studies and that will enable them to use maths effectively in their future lives
* Pupil Premium Children will be able to apply their learning to other subjects and areas of interest
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| The attendance of Pupil Premium children will improve so that they close the gap with Non-Pupil Premium children, so both groups are over 96%  |   |

 | * Pupil Premium children’s attendance should to be over 96%
* Half termly reports will inform parents of their child’s attendance
* Families will be supported by the Learning Mentor to identify barriers to attendance.
* Good attendance will be celebrated.
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| **Planned expenditure**  |
| **Academic year** | **2020/2021** |
| 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.  |
| 1. **Quality of teaching for all**
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| **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?** |
| Pupil Premium children who are falling behind have their learning gaps closed swiftly so they make good progress according to their starting points. | CTs identify gaps in learning quickly and plan to fill them swiftly |

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| Ownership for the closing of gaps must be shared amongst all staff so we can ensure the children make more accelerated progress |

 | Planning analysisPupil Progress Meetings | Middle and Senior Leaders | Half Termly |
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| Children’s progress is tracked more consistently across the school.ensure gaps can be closed more rapidly |  |  |  |

 | New suite of standardised testsNew Intervention Tracker – Entry/Exit Data | A new suite of tests will enable a consistent approach to assessment which allows all staff to track more carefully the progress of individual children and groups.Intervention tracked more effectively.**Reading/Maths - £1000**Stabd |

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|  Data analysis |

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| SLT |  |

 | Half Termly |
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| At least 75% of Pupil Premium children to achieve Age Related Expectations or above in Reading(50% of Pupil Premium achieved this in 2017 and 2018National for Pupil Premium 80% in 2018) |  |  |  |

 | Inference Training | School Improvement Target due to data in Year 6 in 2018Cost to be identified during Autumn TermEEF data not yet available |

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| Monitoring and Lesson ObservationsSee School Improvement Plan Priority 1 |  |

 | English LeadSLT | Half Termly |
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| At least 75% of Pupil Premium children achieve Age Related Expectations or above in English Grammar, Punctuation and Spelling |

 | No Nonsense Spelling’ scheme is consistently implemented across the school | School Improvement Target due to data in Year 6 in 2018 | Monitoring and Lesson ObservationsSee School Improvement Plan Priority 2 | English LeadSLT | Half Termly |
| Teachers are given time to work 1:1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons.  | Feedback  | 1:1 Feedback between teacher and pupil.+ 8 months - £8,000 | Monitor the % of pupil achieving Age Related Expectations. | Class Teachers/TAs | Half Termly |
| The Pupil Premium gaps to close by 40% | Pupil Premium LeadTrainingPupil Progress Meeting | Training for Pupil Premium LeadLearning Cascaded to whole staff team£12,240 | Monitor data and interventions in Pupil Progress Meeting | PP Lead | Half Termly |
| Improve confidence and self-belief to enable accelerated levels of progress to be made.  | Ensure that interventions such as one to one, peer reading and booster activities are available to those that require them. | A number of SEND struggle to make significant progress academically.£7000 | SEND progress reports/recordsBooks and lesson observations | SENDCO | Half Termly |
|  Total budgeted cost for Quality First Teaching | £28,240  |

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| **Targeted Interventions** **Maths**  |
| **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?** |
| Targeted children catch up with their Number Age – Key Stage 1 | 1stClass@Number | Small group/1-1 Maths intervention+5 months - £1000 | Monitoring of dataImpact observations by class teachers | Maths CoordinatorSLT | Half Termly |
| Children in Year 1 and 2 reach end of year expectations in Maths | Number Box | Small group/1-1 Maths intervention+5 months - £1000 | Monitoring of dataImpact observations by class teachers.Entry/Exit Data | Maths CoordinatorSLT |  |
| Targeted children catch up with their Number Age – Key Stage 2 | Number Sense | Small group/1-1 Maths intervention+5 months - £1000 | Monitoring of dataImpact observations by class teachers | Maths CoordinatorSLT | Half Termly |
| Children achieveaboveARE in Mathsin Maths | Small group Maths intervention | Booster groups for children Year 6 to ensure children who have a chance of making Above Age-Related Expectations do so. These children then become Lead Learners for other pupils.**+5 months - £2000****CFl - £7518.53****CFl** **CFL - £&518.33** | Monitoring of children’s progress in assessments |

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| Year 6 teacher |  |

 | Half Termly |
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| Children achieve ARE targets in year 6 in Maths |  |

 | Student-Teacher Tuition | Teachers across the school mentor year 6 students who are at risk of not making Age Related Expectations during the Spring and Summer Terms**+4months - £500** | Monitoring of children’s progress in assessments | Year 6 teachers | Half Termly |
| Increase progress and attainment of PP pupils who are also diagnosed as SEND | Training from SEN team on supporting learners with SEND.Invest in targeted interventions to support learners e.g. Times Tables Rock Star, Number Box | A number of SEND struggle to make significant progress academically.Small group work/ individual intervention to improve Mathematical skills **+4 months - £3000** | SEND progress reports/recordsBooks and lesson observations | Literacy Lead SENDCO | Half Termly |
|  Total budgeted cost for Mathematics Interventions | **£16,018.53** |

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| **Targeted Interventions****Literacy**  |
| **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?** |
| **Staff are trained in inference interventions** | **TA’s to complete inference intervention training and assess children using diagnostic assessments.**  | **Training****£1000** | **Class Time/Training part of FR project**  | **Class Teachers** | **Half Termly** |
| **Children reach their end of year expectation in Reading.**  | **Inference** | **Group Inference Intervention****+5 month = £3000** | **Monitoring of intervention****Half Termly Assessments** | **Literacy Lead** | **Half Termly** |
| **Children’s language and communication in EYFS is in line with Age Related Expectations**  | **Talk Boost**  | **Small Group Interventions for Speaking and Listening****+5 months - £1,500** | **Ongoing classroom observations.** | **EYFS Lead****SLT****Class Teachers** | **Half Termly** |
| **Improve Reading and Spelling age of children throughout the school.** | **IDL Cloud** | **Targeted programme where children work at their own level and own pace.****+5 month = £3000** | **Monitor children.****Spelling and Reading Test completed at different times to monitor progress.** | **SENDCO** | **Half Termly** |
| **Improve Reading across the school** | **Lexia** | **Targeted programme to support children’s needs and learning linked to Reading.****+5 month = £3000** | **Monitor children progress****Baseline completed at the beginning of the intervention** | **SENDCO** | **Half Termly** |
| **Staff are trained in Speed Readers** | **Speed Readers** | **Training****£100** | **Class Time/Training part of FR project**  | **Class Teachers** | **Half Termly** |
| **Children’s reading skills will improve and they will reach where possible their end of year expectation.** | **Speed Readers** | **Programme to support children’s needs and learning linked to Reading.****+1 month = £1000** | **Monitor children progress** | **Class Teachers** | **Half Termly** |
| **Improve Reading in Year 5/6 across the school** | **Lexia** | **Targeted programme to support children’s needs and learning linked to Reading.****+5 month = £3000** | **Monitor children progress****Baseline completed at the beginning of the intervention** | **SENDCO** | **Half Termly** |
| **Children’s comprehension skills improve so children achieve Age Related Expectations for their age group.**  | **Group Guided Reading** | **Small Group Reading for Comprehension Skills****+ 4 months - £5,000** | **Monitoring of children’s targets** | **Class Teachers** | **Half Termly** |
| **Children achieving ARE in writing****Y2, Y6** | **Writing Interventions** | **Small group writing interventions** **+4 months £2,000****+4 months £2000** | **Monitoring of children’s writing assessments/targets**  | **Class Teacher** | **Half Termly** |
| **Children make good progress in Phonics so they successfully pass the Year 1/2 phonics screen.** | **Phonics** | **Small group/individual intervention to catch up Phonics knowledge gaps.****+ 4 months £5,000** | **Monitoring Phonics****Track scores** | **Phonics lead** | **Half Termly** |
| **Children’s basic skills for writing, reading and spelling will improve and the children will make expected progress in Literacy.**  | **Five Minute Box** | **Programme to support secure basic skills for reading, spelling and writing thus maintaining self-esteem and a more positive attitude.**+5 months - £1000 | **Monitoring****Entry and Exit Data** | **Literacy Lead** | **Half Termly** |
| **Children’s fine motor and perceptual skills develop/ improve.**  | **Write from the Start****Dough Disco****Every Child Mover** | **Small group work supporting children’s fine motor and perceptual skills.****+ 5 months - £5000 X 3** | **Monitoring Intervention****Beginning piece of work and final piece of work** | **Literacy Lead****EYfs Lead** | **Half Termly** |
| **Children’s handwriting develop and they become fluent when writing in different piece of work.**  | **Speed Up** | **Small group working supporting handwriting.****+ 4 months - £3000** | **Monitoring Intervention.****Beginning piece of work and final piece of work.**  | **Literacy Lead** | **Half Termly** |
| **Children achieve AGE Related in Grammar, Punctuation and Spelling** | **Group Grammar Booster** | **Small group intervention** **Year 2 and Year 6****+ 4 months - £1000****+ 4 months - £1000** |  |  |  |
|  Total budgeted cost for Literacy Interventions | **£50 , 600** |

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| **Targeted Interventions****Behaviour - £27,132 TA – LK - £742.12 TA – CG - £7099 Total: £34,973.12** |
| **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?** |
| **Pupil Premium Children’s attendance is at least 96%.** | **Attendance rewards****Immediate communication with home if PP absent.****Intervention and family support if absence rate drops below 96%** | **Target the attendance of Pupil Premium children whose attendance falls below 90%. Seek support from LA and health professionals.** | **SAP Meetings** | **Learning Mentor****Headteacher** | **Half termly** |
| **Children’s emotional literacy or emotional intelligence is cared for and supported.** | **ELSA** | **1-1, small group to support emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.****4 months - £3,000** | **Monitoring** | **SENDCO****Learning Mentor** | **Half Termly** |
| **Children’s emotional wellbeing is cared for so they are able to access learning in the classroom more effectively.** | **Nurture** | **1 -1 support, group work for children who need emotional support****+ 4 months - £200** | **Boxall Profiles** | **CG, LK, SENDCO** | **Weekly Monitoring** |
| **Staff are trained in Wise Behaviour** | **Wise Behaviour** | **£500** | **Monitoring** | **Class Teachers****Learning Mentor** | **Half Termly** |
| **Children’s behaviour improves and they are confident to make the right behaviour choices.** | **Wise Behaviour** | **Small group work supporting children’s behaviour****+4 months - £200** | **Monitoring** | **Learning Mentor** | **Half Termly** |
| **Children will have the necessary skills to interact with adults and children.****Skills taught:****waiting****using other children’s names****anticipation****making choices****asking for help****coping with winning and losing****sitting in a circle next to others****limited vocabulary** | **Fun Time** | **The ideal group size is 4 children, with a range of difficulties. Children with age-appropriate social skills can be included to act as a model to the target children in the group.****If the children you are focusing on are reluctant or have difficulty with this size of group a start can be made by introducing the session on a 1:1 basis with an adult or with an adult and one other child.****+4 months - £200** | **Monitoring** | **CG, LK****PP Lead** |  |
| **Staff are trained in Lego Therapy** | **Lego Therapy**  | **Training****£300** | **Monitoring** | **Class Teachers****Learning Mentor** | **Half Termly** |
| **To develop and reinforce play skills and social skills.** | **Lego Therapy** | **Children work in group and work on the following:****Verbal and non-verbal communication****Joint attention****Task focus****Sharing and turn-taking****Collaborative problem-solving****4 months - £3,000** | **Monitoring** | **Teaching Assistant** | **Half Termly** |
| **To raise children’s confidence and self esteem helping them work as a team.** | **Forest School** | **Team building skills etc.****+ 4 months - £1000** | **Monitoring the Emotional**  | **Learning Mentor****CGi, LK** | **Half Termly** |
| **Children begin to regulate emotions and be able to make the progress needed in lessons.**  | **Cosmic Yoga** | **Small group intervention Wonderful storytelling combines with yoga movements to help children have fun, keep fit, regulating emotions.****+4 months - £1000** | **Monitoring** | **Learning Mentor** | **Half Termly** |
| **Parents can support children at home in terms of learning and behaviour Parent feel supported by the school.** | **Parental Support Family Learning Workshops****Support will be provided to individual PP parents to provide them with support regarding supporting learning at home.****We will run open classroom events every term to informally invite the parents into school to chat about their child and gain practical ideas about how to support their child’s learning.****Informal coffee morning and informal exhibitions of children’s work.** | **Parents can support children at home in terms of learning and behaviour.****+3 months - £200** | **As needed – targeted at families who needed particular support.,** | **Learning Mentor** | **Half termly Review of the impact of the support** |
|  Total budgeted cost for Social and Emotional Interventions  | **45,315.24** |
| **Targeted Interventions** |
| **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?** |
| **Children take part in residential trips.** | **Residential trips** | **Children are supported to attend.****+ 3 months - £2,000** | **Ensure PP children are targeted to attend residential trips.** | **Officer Manager** | **Half Termly** |
| **Children take part in educational visits.** | **Educational Trips** | **Children are supported to attend.****+3 months - £1,000** | **Ensure PP children are targeted to attend trips.** | **Office Manager** | **Half Termly** |
| **Children learn musical instruments and their confidence levels rise.**  | **Music Lessons** | **Children are offered music lessons.****+2months -£400** | **Review take up of musical instruments – target specific pupils.**  | **Office Manager**  | **Half Termly** |
| **Children are fitter and their confidence levels rise.**  | **Sports After School Club** | **Children take part in after school sports, led by our coach for free.****+2 months - £7000** | **Review the take up of PP children in After School Clubs**  | **P.E Lead/Sports Coach** | **Half Termly** |
| **Children can access ICT equipment and are supported by a member of staff to complete their homework.** | **After school homework club** | **Homework club is staffed in school once per week.****+ 2 months - £800** | **Target Pupil Premium to attend** | **Teacher/TA** | **Half Termly** |
| **Educational Psychologist**  | **To observe identified children and offer advice from their observations.** | **Children requiring additional support or needing an adapted curriculum can access the learning.****4,896** | **Target Pupil Premium** | **SENDCO/PP Lead** | **Weekly** |
| **To allow Year 6 PP children to have a good start to the day during the week of KS2 SATS.** | **Breakfast Year 6** | **PP children perform at their expected ability.** **£260** | **Target Pupil Premium attend** | **Teacher/TA** | **SATS Week** |
| **Resources to support Behaviour** | **To improve behaviour and reward pupils with excellent behaviour.** | **Behaviour in the school continues to be good and for more pupils to observe good behaviour.** **£852** | **Pupil Premium**  | **Class Teachers** | **Weekly**  |
| **Total Planned Expenditure for Wider Opportunities**  | **17,208** |
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|  |  |  |  | **Total** | **157,381.77** |