



WIS Pupil Premium Strategy Statement 2018/2019

Pupil premium is now an essential part of our school funding and is used in a variety of ways to support the academic achievement and emotional wellbeing of all our pupil premium children. It is allocated to schools based on the number of children who come from low-income families. This is defined as those who are currently known to be eligible for free school meals. In September 2014, the Government introduced 'Universal Free School Meals' for all children in Reception, Year 1 and Year 2. However, it is important that parents/carers of children in our school still apply (through completing a very short form!) for free school meals if they think that they may be eligible, so that the school receives pupil premium for them.

Pupil premium funding also includes

Pupils who have been eligible for a free school meal at any point in the past six years.

Children who have been looked after continuously for more than six months.

Summary information					
School	Winterton C of E Infants' School				
Academic Year	2018/2019	Total PP budget	£1320x40 £52,800	Date for next internal review of this strategy	Jan' 2020
Total number of pupils	215	Number of pupils eligible for PP	40		

	WIS-PP 2018	WIS All Pupils 2018
% Achieving ARE+ in Reading	66.3%	79.9%
% Achieving ARE+ in Writing	61.9%	75.7%
% Achieving ARE+ in Maths	71.8%	81.9%
% Achieving expected standard in Year 1 Phonics	82%	92%

Barriers to future attainment (for pupils eligible for PP, including High Attaining)

A	Self-esteem, confidence and motivation. Many of our pupils lack the confidence to try new things and apply their skills to solve problems leading to them not fulfilling their potential
B	Vocabulary. Key pupil premium children have had limited experience of a wide range of vocabulary which impacts on understanding in reading and the use of language when writing to engage the reader
C	Starting points for key groups of pupil premium children are substantially lower than non-pupil premium children , particularly in maths
D	There is a high proportion of pupil premium children who have speech and communication difficulties
E	There is a key group of pupil premium who have extra learning needs and therefore need a tailored curriculum
F	Pupil premium whole group have attendance lower than non-pupil premium children and national averages which results in them missing key learning.
G	Key pupil premium children have attendance and punctuality lower than national . They are therefore more likely to be late and miss the start of the day's learning.
H	Parental engagement of pupil premium children varies. Therefore, due to the support some children receive at home they make less progress than their peers.
I	Some pupil premium students are more likely to experience difficulties in the home or socially, which affects their emotional wellbeing, resilience and confidence.

Desired outcomes	Actions to achieve, with rationale	Success criteria	Barriers addressed	Cost
Diminish the differences between pupil premium and non-pupil premium for attainment in all year groups, so that their attainment is in line.	<p>Ongoing staff CPD to improve the quality of teaching and learning.</p> <p>Core subject leaders release time to ensure that high quality provision is in place and regularly monitored.</p> <p>Rationale - good/outstanding teaching has the greatest impact on pupil achievement</p>	Evidence provided at termly pupil progress meetings, including data analysis, will show that all children including pupil premium children are making good or better progress and that the gap in attainment is diminishing for all groups	A	£6500
	Develop a growth mindset school to increase children's self-confidence and motivation to overcome challenges and fulfil their potential (Whole school training)	<p>Increase in the percentage of pupil premium children who achieve greater depth in reading , writing and maths to be in line with non-pupil premium children</p> <p>Pupil voice demonstrates that children have increased their self-confidence and motivation</p>	A	
	<p>Big maths activities in place in all year groups</p> <p>Impact of this evident last year so will continue with the strategy this year.</p>	Weekly basic skills monitoring demonstrates an increase in the recall of key maths facts	C	
	<p>Reading champions- Daily reading activities on a 1-1 basis to increase reading speed comprehension and widen vocabulary</p> <p>Talk for writing activities established in all year groups to widen vocabulary and improve comprehension</p> <p>TA to provide further SALT activities</p> <p>Rationale - Oral language interventions including targeted reading aloud and book discussion with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension EEF toolkit + 5 months</p>	Increase in the percentage of pupil premium children that achieve age expected and greater depth in reading and writing to be in line with non-pupil premium children	B	

	<p>SENCo/Pupil premium leader release time to improve monitoring of progress made by Pupil Premium children, ensuring that children are in receipt of appropriate, challenging activities which allow them to reach their full potential.</p> <p>Improving the provision for supporting higher attaining children through</p> <ul style="list-style-type: none"> • Staff CPD • Small group or individual focused activities for reading and maths <p>Rationale - Research shows that within-school variance can have a negative effect on progress, especially for disadvantaged children.</p>	<p>The attainment and progress gaps will close with the use of individual interventions and clear monitoring.</p> <p>Half termly monitoring activities show that SEN pupils' individual targets are supported in lessons and through intervention activities and that good progress is being made towards these.</p>	B,E	£6000
	<p>2 additional non-teaching staff carry out high impact interventions in all year groups, including EYFS, and to provide cover for teachers to deliver small group interventions. (e.g. 1-1 RWI activities, same day maths interventions)</p> <p>Rationale - Previous in school data analysis has shown good rates of progress in short period of time for this type of intervention (RWI +4 months EEF toolkit).</p>	<p>Half termly monitoring of precise intervention activities through drop ins/work scrutiny/data demonstrates that key children are rapidly making progress to achieve their targets and/or become back on track.</p>	E, C	£24,500
<p>Pupil Premium attendance increases to be in line with national figures. Diminish the differences in lates for key Pupil Premium children/families</p>	<p>Targeted improvement in attendance and punctuality for key children through strict adherence to the attendance policy and family support through the work of the learning mentor.</p> <p>Rationale - Research shows that overall absence has a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.</p>	<p>Half termly monitoring of punctuality and attendance data demonstrates that all children are attending well and that the difference between Pupil Premium and non-Pupil Premium is diminishing. Necessary actions are in place to support any families who are not achieving this.</p>	F,G	£16,000

<p>Pupil Premium children with emotional/social difficulties are well supported, enabling them to make good progress in all curriculum areas</p>	<p>Additional social and emotional support for vulnerable children through the work of the learning mentor.</p> <p>2 teaching assistants to work over lunchtime to provide further emotional support and develop game playing skills.</p> <p>Rationale - Improving children's mental wellbeing will positively impact on their cognitive development, learning, physical health, mental health and social and economic prospects in adulthood (Better mental health: JSNA toolkit 2017).</p>	<p>All children identified and receive appropriate bespoke programme of support from Learning mentor and playground friends leaders.</p>	<p>I</p>	
<p>Increased engagement with some of our PP families leads to children being more supported at home thus making more progress</p>	<p>Learning mentor to continue to engage with our more vulnerable families, providing support, advice and encouragement.</p> <p>Open the school borrowing library daily to establish a love of books and further engage parents in home reading.</p> <p>Rationale - targeting and supporting parents has been shown to have high impact through the EEF toolkit (+3 months parental engagement).</p>	<p>Evidence of parents engaging more effectively with learning and as a result targeted pupils make good termly progress.</p>	<p>I,A</p>	
Total spend				£53,000