

Wingrove Primary School

PUPIL PREMIUM: 2019/20 ACTION AND SPENDING PLAN

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most.

National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible. It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. Wingrove therefore deploys pupil premium to plan and promote effective intervention and additional support in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the “ever 6”) qualifies for pupil premium funding which is £1,320 per pupil.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as Pupil Premium Plus (PPP), which is £2,300 per pupil.

Children of Service Families

These children receive an increased premium. It is called Service Pupil Premium (SPP) and is £310 per pupil.

How is Wingrove accountable for the pupil premium?

Robust tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, rigorously monitored over time. Obviously, good teaching narrows gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is evidenced to be one of the most effective methods of accelerating progress, integrated where necessary with support (sometimes from other agencies) to assist vulnerable families. The following plan (which is monitored termly and a summative evaluation produced at the end of the financial year) sets out clearly how we spend our funding and the intended outcomes:

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Objective: Close the gap between the performance of FSM/CLA pupils and non FSM/CLA pupils**Context:**

Pupil premium allocation for the 2019/20 financial year: £167,640 for 127 pupils (plus £2,687.10 Early Years PP – 11 pupils). This is based on pupils who have been allocated pupil premium based on 'Ever 6' (any child who has received free school meals at any time in the past six years and is therefore entitled to pupil premium funding), 0 service children and 6 children who are looked after (£13,800). This amounts to around 33% of our school population.

Where we have judged the provision to be beneficial to other children in school (who are often disadvantaged but where family finances sit just below the threshold to receive funding and are therefore not eligible for pupil premium) the additional cost has been met through both the PP funding and the school budget, which is formally agreed by governors.

In-school barriers to learning:

- A. Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
- B. Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas (especially in writing).
- C. 39% of the current year 6 cohort are eligible for PP, in addition to 24% having SEND. A high proportion of PP children are also EAL pupils. This can impact on pupils' ability to reach the expected standard in both English and maths.

External barriers to learning:

- A. Attendance rates for pupils eligible for PP are 95.6% compared to 95.9% for all pupils. This reduces their school hours and causes them to fall behind on average.
- B. A number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.

Current position: July 2019 (the latest published results for Wingrove Primary School)

- 50% of our 16 EYFS pupils eligible for pupil premium in 2018-19 achieved a GLD, compared to 79% of non-disadvantaged pupils (43 children) in the cohort.
- The achievement gap between PP and non-PP pupils reduces over time and is often completely removed by the time pupils leave us in Year 6. Although this is a mixed picture as there are several factors affecting outcomes
- Phonics took a dip in 2019 for all pupils. It had been above national average for the previous two years, but it is felt that this is cohort based, due to the high numbers of children with EAL and SEND. PP was 57% and non-PP was 61%, all pupils 60% in 2019. The previous two years the figures were PP100% NPP87% all pupils 88% in 2018, and PP73% NPP88%, all pupils 85% in 2017
- Year 2 57% At Standard in reading, writing & maths July 2019:
Reading: PP 81% Non-PP 68% (GDS: PP 13% NPP 25%)
Writing: PP 63% NPP 64% (GDS: PP 6% NPP 18%)
Maths: PP 81% NPP 64% (GDS: PP 6% NPP 30%)
- Year 6 59% At Standard in RW&M July 2019
Reading: PP 52% NPP 76% (GDS: PP 10% NPP 42%)
Writing: PP 52% NPP 88% (GDS: PP 19% NPP 36%)
Maths: PP 43% NPP 91% (GDS: PP 14% NPP 52%)

The gap was wider for the two groups for the older pupils, but it is evident that PP children who were in low prior attainment groups performed less well than the middle and high prior attaining groups. This is because there are SEND and EAL difficulties among this group of children. This impacts their performance. Progress was good for almost all children in PP group in Y6.

Progress in reading KS1-2 All pupils 5.3 well above national average

Progress in writing KS1-2 All pupils 6.9 well above national average

Progress in maths KS1-2 All pupils 7.0 well above national average

The school received a letter of congratulations for Rt Hon. Nick Gibb, placing the school in the top 3% of primary schools in the country for progress scores for all pupils from KS1 to KS2.

Expected outcomes at the end of the 2019/20 year:

- The proportion of disadvantaged pupils attaining a GLD by the end of the EYFS is in line with non FSM/CLA pupils
- Y1 phonics testing to show that the proportion of disadvantaged pupils working at the required standard to be in line with the proportion of non FSM/CLA pupils nationally.

- KS1 results to show that the proportion of disadvantaged pupils working at age group expectations in reading, writing and maths is broadly in line with their non FSM/CLA counterparts
- KS2 SAT results show that attainment of disadvantaged pupils is in line with the attainment of non FSM/CLA pupils nationally at national expectations in reading, writing, maths (also combined)
- KS2 SAT results to evidence that the proportions of disadvantaged pupils making good progress in reading, writing, maths each year is in line with the proportions of non FSM/CLA pupils making the same progress.

PUPIL PREMIUM PROVISION 2019/20	TOTAL COST OF PROVISION	% FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
Inclusion Leader (0.6 non-class based) <ul style="list-style-type: none"> • Support pupils with additional needs – SEN/EAL • Early identification of need and quick referral process to access appropriate support • Dedicated non-teaching time to liaise with other professionals involved with families 	£23,643	100%	0.6 dedicated SENDCo time	Children’s needs identified swiftly and needs are met both in school and by other professionals. <ul style="list-style-type: none"> • Children are safe, happy and healthy. Positive impact on academic achievement and attendance. SEN and EAL pupils continue to make good progress.
Pupil and Family Support Officer <ul style="list-style-type: none"> • Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support • The school is open to pupils from 8-4.30 	£30,000	100%	Full time - ongoing	Children’s emotional, social and health needs are being fully met so that they are safe, happy and healthy. <ul style="list-style-type: none"> • Positive impact on academic achievement and attendance.

<ul style="list-style-type: none"> • Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. • Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. counselling • Liaison with external professionals to ID support • Zone West Project work – support with screening process • Attending meetings – SG capacity 				
<p>Attendance Officer</p> <ul style="list-style-type: none"> • Attendance Officer employed to monitor pupils and follow up quickly on absences. • First day response provision inc. home visits. • Workshops for parents to encourage positive attendance and reduce 	£22,284	100%	0.6 fte Ongoing	<p>Children make rapid progress and reach age appropriate milestones.</p> <ul style="list-style-type: none"> • Children are socially, emotionally and academically school ready at age 4.

<p>term-time holidays • Fixed term penalty referrals where attendance falls below 90% or term-time holidays are taken. • Close liaison with Parent Support Adviser, Inclusion Leader and School Health to ensure needs are known and adequate support is in place to address issues causing poor attendance.</p>				
<p>Educational Psychology additional time</p> <ul style="list-style-type: none"> • One and a half day EP time bought in weekly to ensure all pupils with additional needs are assessed and supported in a timely manner • Staff have access to professional support, advice and training 	<p>£12,000</p>	<p>100%</p>		<p>Children make rapid progress and reach age appropriate milestones. Children are able to more fully engage in school Children are happy and able to reach potential Positive impact on academic achievement and attendance.</p>
<p>Counselling sessions</p> <ul style="list-style-type: none"> • Weekly counselling sessions for pupils identified as having a social or emotional need 	<p>£12,000</p>	<p>100%</p>		<p>Improved concentration and engagement in lessons for vulnerable pupils. Improved relationships within the family</p>

				Positive impact on academic achievement and attendance.
<p>Speech and Language Therapy</p> <ul style="list-style-type: none"> • 1 day per week of specialist SALT support <p>Pupils with additional S&L needs are identified early and a programme of support is in place quickly</p> <ul style="list-style-type: none"> • Pathways to further, more specialist support are clear • Staff have access to professional support, advice and training 	£12,000	100%	<p>Children make rapid progress and reach age-appropriate milestones. Children are able to more fully engage in school</p> <p>Children are happy and able to reach potential</p> <p>Positive impact on academic achievement and attendance.</p>	
<p>Enriching and extending the curriculum to widen experiences for pupils</p> <ul style="list-style-type: none"> • fund per year group to subsidise visits and visitors. A maximum charge of £4 for any non-residential visits. 	£35,713	100%	<p>Positive impact on academic achievement and attendance.</p> <ul style="list-style-type: none"> • Writing achievement improved due to first hand experiences which stimulate creativity 	

<ul style="list-style-type: none"> • Forest School sessions weekly to widen pupils' experiences, knowledge and understanding of the world. • Residential visits are heavily subsidised to ensure all pupils have equal opportunities. • Reading resources are high quality and given high profile. The school library is a bright, inviting place and is regularly re-stocked 				<ul style="list-style-type: none"> • Aspirations are high – children are not afraid to take risks, increase in confidence and are more resilient. • Reading achievement is in line with non-disadvantaged pupils nationally.
<p>Specifically target disadvantaged pupils with extra support in their learning – Pastoral Leader, HLTA, additional staff in EYFS</p> <ul style="list-style-type: none"> • small group tuition and intervention 	£20,000	100%		<ul style="list-style-type: none"> • Positive impact on academic achievement and attendance.
<p>TOTAL PROJECTED SPEND 2019/20 ACADEMIC YEAR</p>	£167,640			