



Pupil premium strategy statement: Winterton primary school

1. Summary information					
School					
Academic Year	2018/19	Total PP budget	£23,750	Date of most recent PP Review	n/a
Total number of pupils	74	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Dec 2018
2. Current attainment					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>		
% achieving expected in reading, writing and maths	67%		67%		
progress in reading	2.83		0.33		
progress in writing	2.07		0.18		
progress in maths	3.05		0.28		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	The handwriting of pupils is prohibiting children from communicating their knowledge and understanding effectively.				
B.	Children suffer from low self-esteem and low aspirations.				
C.	Children have a limited access to technology.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	Attendance rates for pupils eligible for PP are 82% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.				
4. Desired outcomes					

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the handwriting of all children across the school	Pupils eligible for PP in school will make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Improve self-esteem & raised aspirations	Pupils eligible for PP will take part in an enriched curriculum, designed to broaden their life experience and provide them with the tools necessary to be successful in life..
C.	Improved access to modern technology	Pupils eligible for PP will be prioritised to improve their skills and knowledge regarding computing.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

5. Planned expenditure					
Academic year	2018-19				
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?
B. Improved self-esteem and raised aspirations	Enriched curriculum through school trips and after school clubs including music tuition, art and craft clubs.	Outcomes for children eligible for PP are already high at Key Stage 2 and this is due to the ongoing support and development of a broad balanced and outward looking curriculum.	Curriculum map in place. Planning of impact of work undertaken as a result of trips.	English lead	Dec 2018
	Enriched curriculum through the use of digital technology	Children need to be prepared for the workplace in 21 st Century, which is dominated heavily by digital technologies.	Usage will be monitored. Technology incorporated into medium term plans.	Middle Leaders	Dec 2018
	Improve quality first teaching through CPD for staff.	Through the improved teaching it is expected that the aspirations of the children will be raised and	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	Head teacher	Dec 2018
	Implementation of a new SRE curriculum across the school.	This will help the school connect with the parents and families as well as the children as they gain new life skills.		SRE Lead	Dec 2018
	Maintaining 3 class structure	Whilst this is a small school with mixed age classes, it is felt that if class sizes were further reduced there would be a significant impact on the quality of the provision for stretching and challenging pupils across an entire key stage in one classroom	Staff CPD will ensure that the mixed classes are continuing to meet the needs of the learners effectively within their class.	Head teacher/governors	Dec 2018
Total budgeted cost					£11260
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 implementation?

A. Improved the handwriting of children across the school	Introduction of a whole school handwriting scheme.	This was a key objective from the recent Ofsted Inspection report	Scheme selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).	English Lead	December 2018
B. Improved oral language skills in reception C. Improved progress for all pupils	121 and small group provision of Speech and Language 121 Sessions in Rapid phonics 121 sessions Rapid Reading	Some of the students need targeted support to catch up. These are programmes which has been independently evaluated and shown to be effective in other schools. They have also proved very effective since they were introduced at this school	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	Reception class teachers	Jun 2017
Total budgeted cost					£12,500

6. Review of expenditure				
Previous Academic Year 2017-2018				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated 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
Improve the pupil engagement in class	Curriculum enrichment	Children were engaged in the curriculum due to the trips that were used to introduce new topics.	Map out the curriculum provision so that parents can be fully involved in the curriculum offer.	£1000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated 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
Improve phonics outcomes	Rapid Phonics	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	£5466
Improve Speech and Language	SaLT 1:1 interventions	Increased GLD by 20% for the cohort with most of the improvements through the literacy strand of the GLD.	EYFS class to continue to model language, in a language rich environment. Ensure that there is writing and discussion opportunities for children to access.	£5466
Improved Reading	Rapid reading	Increased outcomes for PP children from -3.3 to 2.8 progress	Where there has been success for pupil premium children, use similar techniques to improve the outcomes of all other children in the school.	£5466
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated 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
Enriched curriculum offer	School Trips to stimulate learning Afterschool clubs Enrichment opportunities	Positive impact on the students. PP children making 2.8, 2.8 and 5.4 points progress in Reading Writing and Maths respectively.	Adopt the effective segments from maths teaching into the teaching of English to further enhance the positive impact of an enriched and engaging curriculum.	28 children at £30

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk