

# Pupil premium strategy statement

1. Summary information					
School	Winterton Primary School& Nursery				
Academic Year	2019-20	Total PP budget	£13,420.00	Date of most recent PP Review	NA
Total number of pupils	26 (+8)	Number of pupils eligible for PP	13	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP 13/28	Pupils not eligible for PP(National 2018)
% achieving expectations in reading, writing and maths	31%	69%
% achieving expectations in reading	54%	79%
% achieving expectations in writing	31%	74%
% achieving expectations in maths	38%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b>		
A.	Majority of pupils need significant support to access the curriculum.	
B.	Children suffer from low self-esteem and low aspirations.	
C.	Pupil Premium (PP) children with challenging behaviour and social communication difficulties supported effectively within the school, ensuring full access to curriculum.	
<b>External barriers</b>		
D.	Limited cultural experiences and low aspirations about what can be achieved beyond the locality.	
E.	Pupils' emotional capacity to learn if there are issues in their wider life.	
F.	PP children attendance is at 92.5 %.	
G.	Some pupils lack regular routines including home reading, homework, spellings and having the correct equipment in school.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Classroom teaching to be of a high quality to meet the needs of disadvantaged pupils	Pupils eligible for PP make progress in line with, or greater than, non-PP

	<p>so they meet or exceed expectations in progress/attainment. Pupils gain and embed basic skills in core subjects.</p>	<p>pupils across Early Year Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2). Gaps analysis in reading, writing and maths provides targets for PP pupils and interventions planned accordingly. Gaps analysis in reading, writing and maths is used by teachers to underpin lesson planning. Pupil's exercise books clearly show learning sequences in all subjects designed to address gaps in understanding.</p>
<b>B.</b>	<p>Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum.</p>	<p>Class support to access curriculum Intervention opportunities to close the gaps between those PP with additional needs and their PP peers. Formative assessment will show gaps being addressed. Pupils will make at least expected progress and close the gap in being able to meet expected standards in reading, writing and maths.</p>
<b>C.</b>	<p>Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them. Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)</p>	<p>Pupils to be exposed to experiences beyond the local community, opportunities available to them in the world of work and beyond. Primary school inclusive of guest speakers in school, themed week in Autumn term, aspirations, goals and dreams activities provided. Primary Entitlement Books- celebrate opportunities for PP children. PP children involved in extended school activities including sports clubs.</p>
<b>D.</b>	<p>Pupils to develop emotional resilience Continue to support families and pupils' social, emotional and health needs with support from outside agencies</p>	<p>Pupils can come back from failure to achieve success. Resilience and positive learning behaviours are celebrated in school Families feel supported through activities in school and wider support agencies as appropriate.</p>
<b>E.</b>	<p>Improve the attendance rate for all PP children to at least match the non PP attendance figures</p>	<p>Attendance for PP children to be consistently 95% or higher. Weekly monitoring of PP attendance to be completed by a senior leader.</p>
<b>F.</b>	<p>Pupils (where necessary) will be provided with opportunities to read and complete homework.</p>	<p>PP children's reading, spelling and basic Maths will improve due to regular opportunities to practise with support from an adult.</p>

## 5. Planned expenditure

Academic year

2019- 2020

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) Classroom teaching to be of a high quality to meet the needs of disadvantaged pupils so they meet or exceed expectations in progress/attainment. Pupils gain and embed basic skills in core subjects.	<p>Effective use of Assessment for Learning (AfL) to identify and address gaps in individual pupil's knowledge.</p> <p>Use of Maths Mastery and Talk for Writing to embed and deepen knowledge and the key skills in Maths and Writing.</p>	<p>Sutton trust has identified the importance of effective AfL to develop the learning of pupils and their next steps. It involves the pupils activity participating in their own learning and next steps.</p> <p>It is clear that what happens in the classroom makes the biggest difference. Improved, more rigorous teaching of writing will lead to improved outcomes. Literacy Shed, use of film and picture and word of the day activities embedded in curriculum.</p> <p>There will be consistency of approach for PP children throughout the school. All PP children will complete correctly pitched and challenging work.</p>	<p>Book looks</p> <p>Lesson observations</p> <p>Pupil progress meetings</p> <p>Performance management</p> <p>Data scrutiny</p>	Subject leaders	<p>Half termly for data collection</p> <p>Termly review</p> <p>Senior Leadership Team (SLT) meetings</p>

<b>Total budgeted cost</b>					<b>As below</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B) Pupils with challenging behaviours and social communication difficulties are supported effectively within the school, allowing them to fully access curriculum.	Termly review by Special Educational Needs & Disabilities Co-ordinator (SENDCo) Autism Spectrum Disorder (ASD)/ communication groups in class and as intervention support Adapted timetables and curriculum plans to meet needs of learners Positive behaviours rewards system	Effective home and school communication will ensure that routines and practises are shared and everybody is working together. Visual timetables and prompts for learning will support routine and structure ensuring continuity. Positive praise and encouragement boosts self-esteem and in turn improves progress, attainment and productivity.	Timetabled TA support in Sharks & Seals.  SEND reviews termly  Individual provision maps and SEND monitoring to ensure progress is monitored  1 page profiles  8.5 hours a week of 1 to 1, and small group support, from 4 Teaching Assistants.	AH  Class teachers and support staff	SEND review termly  Provision maps/ tracking on going  Annual 1 page profile
D) Pupils to develop emotional resilience. Continue to support families and pupils' social, emotional and health needs with support from outside agencies	1:1 and 1:2 support from teacher and mentors  Small group support from teacher.	2008- National Foundation for educational Research (NFER) - A culture of mentoring and coaching will, over time, have an impact on young people and their learning.  Mentoring provides the emotional support and 1:1 contact time with an adult in school, for developing nurturing relationships, self-esteem and personal development.	Twice termly pupil progress meetings. Termly parent consultation meetings and additional meetings where necessary.  Pupil voice and mentor voice to be recorded/ questionnaires completed etc. Give mentors time to review, monitor and interview appropriate mentors and measure the impact of the mentors in school	AH	Ongoing  Mentor review termly  Parent consultations twice annually

<p>F) Pupils will be provided opportunity in school to complete homework, read with an adult and access to ICT for independent learning where necessary.</p> <p>Pupils who require additional support to access home-school expectations will be supported by a mentor.</p>	<p>Attendance at breakfast club to be monitored.</p> <p>School leaders to 'recruit' key pupils to breakfast club.</p> <p>Staff to ensure disadvantaged pupils have an opportunity to read with an adult.</p>	<p>'Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work, such as revision for tests'- Education Endowment Foundation (EEF).</p> <p>Many pupils do not have the opportunity or support to complete home learning his can have a negative impact on their self-esteem.</p>	<p>To be monitored by English Lead in conjunction with Extended School Club (ESC) Lead.</p>	<p>English Lead</p>	<p>English Lead meeting with AH &amp; CMAT Curriculum Lead</p>
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<b>Total budgeted cost</b>					<b>£11,050.25</b>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>E) Improve the attendance rate for PP children to at least match the non PP attendance figures</p>	<p>Termly meetings with Head of Service for Welfare Inclusion Safeguarding Attendance (HoS WISA) to identify patterns in absence, identify further actions if required.</p> <p>Daily monitoring of PP attendance, with phone calls home to parents of absent PP children.</p>	<p>Improved attendance for PP children will increase their exposure to high quality teaching helping them to make greater progress.</p> <p>We can't improve attainment/ progress for children if they are not attending school.</p> <p>Office staff to monitor attendance and produce half termly report, meet regularly with Academy Head and react appropriately to poor attendance.</p>	<p>Monitoring of attendance of breakfast club.</p> <p>School leaders to 'recruit' key pupils to breakfast club.</p> <p>Office Manager to track weekly findings/ trends.</p> <p>Record of HoS WISA engagement/ actions to be kept.</p>	<p>Academy Head</p> <p>Office Staff</p> <p>HOWISA</p>	<p>Half termly through HoS WISA visits</p> <p>£4,275- Breakfast club for 6 pupils</p>

	<p>AH to meet with families and report findings to HoS WISA.</p> <p>Disadvantaged pupils to be invited to breakfast club.</p>	<p>By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.</p>			
<p>D) No PP child to miss out on learning experiences in school</p> <p>Pupils to be exposed to experiences beyond the local community and encouraged to explore opportunities available to them.</p> <p>Pupils to be exposed to a wide range of social, cultural and community experiences (Develop Cultural Capital)</p>	<p>Enriched curriculum through educational visits and Extended School Clubs, e.g. Fencing, Bush Craft.</p> <p>Enriched curriculum through the Primary Entitlement CMAT drive.</p> <p>Improve quality first teaching through staff CPD.</p>	<p>Ofsted requirement:</p> <p>The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses help pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Draft framework 2019 states; the curriculum extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents.</p> <p>We want all children to be able to participate in learning experiences, and not be restricted by family income.</p> <p>Pupils benefit from working with others and being introduced to a wide variety of experiences.</p> <p>Pupil's horizons will be broadened and they will learn more about community, cultures and their environment.</p>	<p>Review programme of experiences</p> <p>Pupil voice, staff and family questionnaires and feedback.</p> <p>Analysing educational visit evaluation and impact reports.</p> <p>Participation in Trust Curriculum and Entitlement working party.</p> <p>Evidence in Primary Entitlement books.</p>	<p>AH/Senior teacher</p>	<p>£570 -4 pupils to attend a curriculum led after school club.</p> <p>£300 – 1 pupil to attend residential visit</p> <p>Termly</p>
<b>Total budgeted cost</b>					<b>£ 5,145.00</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018/2019</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

Improved self-esteem and raised aspirations	<p>Enriched curriculum through school trips and after school clubs including music tuition, art and craft clubs.</p> <p>Enriched curriculum through the use of digital technology</p> <p>Improve quality first teaching through Continuous Professional Development (CPD) for staff.</p> <p>Implementation of a new RSE curriculum across the school.</p> <p>Maintaining 3 class structure</p>	<p>Bewilderwood trip, theatre trip, Gressingham trip and residential to Brancaster activity centre – PP funded. Gaining independence from parents, new experiences and resilience. Teamwork and resolving conflict.</p> <p>4 new iPads purchased and new interactive whiteboards in each classroom - PP child in Reception (Rec) takes ownership over learning and sharing images with home through Tapestry. Shared learning through Tapestry. All Rec parents have signed up and all have access.</p> <p>2 iPads in Rec.</p> <p>1 in KS2- celebrating achievements</p> <p>1 in KS1 – recording drama, sports and reading to help children improve their performance and using the recording as an aid to support writing so that children can verbalise sentences before writing them.</p> <p>Relationships &amp; Sex Education (RSE) course – Summer term Miss Bane. Greater awareness of RSE in Year 5 &amp;6.</p> <p>PP children have been supported in mixed ability small classes. Nurture in smaller groups.</p>	<p>Class structure maintained has been positive and is likely to encourage more parents to the school.</p> <p>Residential trip was positive experience for all children and is something which will be repeated every other year for the children in KS2 (Sharks). The children came back from the residential with increased self-esteem, confidence and resilience, with some having tried, achieved and overcome things that their parents said they would not be able to.</p> <p>The new iPads have given the children the opportunity to experience many different apps and learn new skills which they could not previously have learnt using just a laptop. For example, Scratch Junior to learn coding, Pic Collage to combine photos with text and My Story School eBook Maker to record stories. The new interactive whiteboards allow children to use the whiteboard without turning off the lights and allow multiple children to interact with the board at the same time.</p> <p>Both the Shark Class and the Seal Class have completed their first unit of RSE and have progressive units of RSE embedded into a three or four year rolling long term plan.</p> <p>Staff share good practice between each other and spend time discussing things which are working well and ways to improve teaching.</p> <p>Children have benefited from 1:1 and small group support for interventions and targeted support during lessons. This has helped to ensure they make good progress and closed the gaps in their learning. Children are more confident to discuss and reflect upon their learning in small group situations. Children have become more independent but still need some guidance and reassurance from adults.</p> <p>Encouraging independence can still be improved further and children could have more opportunities to develop resilience in the form of challenge activities. Children have demonstrated excellent behaviour and mostly remain motivated and engaged in their learning even when things are proving challenging.</p>	£11260
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>



<p>Improved the handwriting of children across the school</p>	<p>Introduction of a whole school handwriting scheme.</p>	<p>Using the school subscription for Letter Join initially and then using alternative resources to teach independently of Letter Join to save money on the subscription cost.</p> <p>Limited impact – children struggle to use and apply skills outside of handwriting sessions. Presentation still needs to improve.</p> <p>Fine motor skills intervention completed in both in the Seal Class and the Shark Class. In the Seal Class the intervention was with a small group and led by a teaching assistant and in the Shark Class the children chose when and how to improve their fine motor skills by choosing from a box of fine motor skill activities.</p>	<p>Consistent approach to teaching handwriting across the school is a priority for the future. All staff should be modelling the correct form. Children are aware of the need for good presentation and consistency within their work as this is modelled by the teachers in each class. Children are making progress with their handwriting, although many still find the cursive style difficult to apply when writing independently in lessons other than handwriting. Some staff feel that teaching pre-cursive writing in Reception poses a disadvantage to children who have poor fine motor skills and find handwriting difficult. This needs to be considered and discussed at a staff meeting.</p> <p>Interventions have been effective as children’s fine motor skills have improved and children now know the types of activities to continue outside of school to keep developing their fine motor skills at home. Children demonstrating greater determination and motivation to improve things they find challenging.</p>	
<p>B. Improved oral language skills in reception</p> <p>C. Improved progress for all pupils</p>	<p>121 and small group provision of Speech and Language</p> <p>121 Sessions in Rapid phonics</p> <p>121 sessions Rapid Reading</p>	<p>Children have benefited from 1:1 speech intervention where they have the confidence to work on individual targets with familiar teaching assistants which can then be reinforced in the classroom within every day speech.</p> <p>Intervention sessions for phonics and reading have developed children’s confidence, fluency and decoding skills when reading, as well as enhancing their enjoyment of reading.</p>	<p>Consider whether it would be beneficial for speech and language targets to be shared with all staff in school so that support from an intervention can be continued within an everyday context.</p> <p>Children have also benefitted from opportunities for small group activities with other peers who need to develop their speech and language. For example, playing board games, discussing social stories and teaching others how to do something.</p> <p>Improved enjoyment and confidence in reading has resulted in the children wanting to read more at home and in school. Children are now participating more in lessons and reading aloud in front of others. This increased practice, combined with a higher self-esteem and a determination to succeed has proved effective in improving the progress of reading. In addition to intervention sessions, using a combination of volunteers, teaching assistants and guided reading ensures that children are heard read by an adult at least three times a week with some children being heard every day.</p>	<p>£12,500</p>

## 7. Additional details

All members of staff, locality committee members and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Winterton is committed to 'Narrowing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The locality committee reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision is made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

At Winterton, some of the Pupil premium money is used to provide exciting opportunities and educational visits, enabling all children to take part.

Winterton Primary & Nursery works closely with CMAT to monitor the progress and attainment of all learners. We are currently exploring ways to best demonstrate the resilience of the children and how to record progress in personal skills.