

Disadvantaged Pupil Strategy Statement: Winslow CofE School

Proposed expenditure for 2018/2019

The governors of Winslow C of E School have agreed that the Pupil Premium funding will prioritise disadvantaged children but wherever possible these groups will include non-pupil premium children.

1. Summary information					
School	Winslow C of E School				
Academic Year	2018/19	Total PP budget	£87,340	Date of most recent PP Review	September 2018
Total number of pupils	325	Number of pupils eligible for PP	67	Date for next internal review of this strategy	February 2019
2. Targeted Achievement Profile 2018-2019					
<i>Number in brackets indicates total number of PP.</i>		Winslow Pupil Premium Pupils Targets		Winslow Non Pupil Premium Pupils Targets	
Year Reception – Good Level of Development (6)		tbc		tbc	
Year 1 Phonics Screening Check (9)		tbc		tbc	
Year 2 Phonics Screening Recheck (1)		tbc		tbc	
Key Stage 1: Attainment (8)					
% achieving expected in reading		87%		100%	
% achieving expected in writing		75%		89%	
% achieving expected in maths		75%		97%	
% achieving expected in reading, writing and maths		63%		89%	
% achieving greater depth in reading		25%		33%	
% achieving greater depth in writing		13%		25%	
% achieving greater depth in maths		0%		25%	
% achieving greater depth in reading, writing and maths		0%		19%	
Key Stage 2: Attainment (15)					
% achieving expected in reading		87%		87%	
% achieving expected in writing		87%		87%	
% achieving expected in maths		80%		94%	
% achieving expected in reading, writing and maths		80%		87%	
% achieving expected in GPAS		tbc		tbc	
% achieving greater depth in reading		13%		58%	
% achieving greater depth in writing		0%		39%	
% achieving greater depth in maths		13%		42%	
% achieving greater depth in reading, writing and maths		0%		32%	
% achieving greater depth in GPAS		tbc		tbc	

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3. Barriers to future attainment for pupils eligible for PP including high ability	
In-School Barriers	
A.	<i>The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP.</i>
B.	<i>Pupils eligible for PP lack opportunities due to financial disadvantage. This means that pupils have fewer life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing.</i>
C.	<i>Pupils eligible for PP suffer from low self-esteem; they lack motivation and aspiration and this affects their attitude to learning</i>
External Barriers	
D.	<i>Approx 2/3 of pupils eligible for PP are in single parent families; in many cases this affects parental engagement and the pupils suffer from a lack of support in their home learning</i>
E.	<i>Attendance rates for pupils eligible for PP are 94.3% (below the attendance for all children of 96.25%). Although this has improved year on year, this remains a barrier as it reduces their school hours and causes them to fall behind on average.</i>

Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics	Pupils eligible for PP make accelerated progress across Key Stage 1 and Key Stage 2 in reading, writing and maths. Measured in Y1-6 by teacher assessments and successful moderation practices established within the school and with other schools in the liaison group Post assessment week data analysis shows the difference between attainment of PP pupils and non PP pupils is diminished in all year groups.
B.	Increased home support, leading to greater parental engagement.	Parents respond positively to newly appointed Learning Mentor responsible for improving parental engagement; particular needs are understood and barriers reduced, improving PP achievement Increased % of pupils eligible for PP are attending homework club All PP parents attend Parental Consultation Meetings twice yearly. Increased attendance of PP parents at parental workshops enabling greater support of their children
C.	Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning	New Pupil Premium Mentor role to monitor pupil wellbeing and report to teachers concerning issues arising. Weekly nurture group / young carers group, enabling vulnerable pupils to be in a better place to access learning.
D.	Increased attendance and punctuality rates for pupils eligible for PP.	Overall PP attendance continues to improve in line with others Gap between percentages of late sessions for pupils eligible for PP and those not eligible for PP narrows.

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4. Planned expenditure						
Academic Year	2018/19					
The three headings below show how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all: New Initiatives						
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?	Cost
A: PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics	All staff have a target for PP attainment/progress in their appraisal document. Ensure books of PP pupils are marked first	Staff will be focused on PP children and accountable for their progress and attainment. Outcomes and next steps /actions to be incorporated into termly team pupil progress meetings and fed back to SLT.	Rigorous M&E schedule implemented by SLT and subject leaders Data Analysis Pupil Progress Meetings	HT AHTS Team Leader	Appraisal reviews	£0
	Abolition of maths sets across school, following Will Connolly's SI package. To start Sept 2018	To remove ceiling for PP children through mastery in maths strategies (as recommended in Will Connolly's report) including: Same day interventions Learning Walls Challenge by choice Marking Pupil Premium books first Greater focus on talk 4 maths to enable reasoning and problem solving -	Data analysis	HT AHTs Class teachers		
	Continuation with Accelerated Reader programme – utilising the report and analysis tools	Proven impact of this programme in local schools (Steeple Claydon and Swanbourne)	PP meetings; data analysis Staff training	AHT Librarian Computing Lead		£2,500 software pa £3344 staff = £6482

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	further to support teaching and learning.	<p>We have completed our first year with the programme and are now in a position to further develop it across school.</p> <table border="1" data-bbox="674 331 1227 536"> <thead> <tr> <th>Year group</th> <th>2016-17</th> <th>Year group</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>78%</td> <td>3</td> <td>88%</td> </tr> <tr> <td>3</td> <td>43%</td> <td>4</td> <td>43%</td> </tr> <tr> <td>4</td> <td>29%</td> <td>5</td> <td>54%</td> </tr> <tr> <td>5</td> <td>50%</td> <td>6</td> <td>71%</td> </tr> </tbody> </table>	Year group	2016-17	Year group	2017-18	2	78%	3	88%	3	43%	4	43%	4	29%	5	54%	5	50%	6	71%		Class teachers		
Year group	2016-17	Year group	2017-18																							
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Initiatives in place previously and to continue																										
<p>A: PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics</p>	<p>Pupil Premium Manager to:</p> <ul style="list-style-type: none"> • Work alongside the head teacher to strategically deliver the pupil premium offer, which narrows the attainment gap for pupil premium students • Identify and analyse current patterns of vulnerability of pupils at the school. • Be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact • Analyse data and adapt provision where required. 	<p>Teachers will be supported to ensure PP pupils make accelerated progress and gaps with non PP are closed.</p> <p>Barriers grid to reflect our current school and external barriers across school</p> <p>Teachers will understand barriers to learning for their PP children and be supported with strategies to overcome these as indicated in Pupil Premium Provision Maps</p>	<p>Appraisal</p> <p>M&E schedule</p> <p>Barriers to Learning grid analysis</p> <p>Data Analysis</p>	<p>HT</p> <p>AHTs</p>	<p>Appraisal</p>	<p>£6916</p>																				

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	<ul style="list-style-type: none"> Analyse the impact of PP funding in all areas. 					
<p>Pupil Progress meetings have a sharper focus on progress and attainment of PP children</p> <p>Newly created PP vision with classroom checklist to ensure continuity across the school and accountability for staff.</p>	Teachers are aware of the PP children in their cohort and are accountable for their progress and attainment	Pupil Progress meetings following termly assessment week	HT AHTs Team Leader	Data analysis Pupil Progress Meetings	£0	
<p>Talk 4 Writing Training to be extended to link to new IPEELL SIP work. English lead / TT / KR attended training in May 2018. Whole school inset: Sept 18 Further staff and DfE training</p>	All PP children are able to engage with the curriculum and make accelerated progress in order to achieve the expected standards at the end of their year	<p>Learning Walks Book Looks Plan Scans Pupil and staff surveys Coaching of staff Observations and follow up Team teaching Support with planning</p>	AHT / Literacy Lead Class Teachers	Termly	£1040	
<p>Book talk training to support whole class guided reading KE / HB attended training in summer 2018. TT to attend in Nov 18</p>	All PP children are able to take an active role in whole class guided reading sessions. Work to focus on the development of vocabulary and to close the vocabulary gap between PP and non PP children.	<p>Learning Walks Book Looks Plan Scans Pupil and staff surveys</p>	HB – Reading lead AHT / Literacy Lead Class Teachers	Termly	<p>2 staff trained @ £180 pp = £360 Resources: £170+ £70 = £240 Total = £600</p>	

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	Year 6 to initial trial strategy and new resources purchased. Staff training – Spring term 2019. FOWS support – purchasing class sets of reading books					In school training / follow up support 5hr x £52= £260
Total budgeted cost for this section						£15,298
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?	Cost
A: PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics	All staff trained in new O track assessment reports (with particular emphasis on prior attaining groups; PP etc); New coloured grids distributed to identify those pupils who are achieving lower than expected progress across the keystage.	All teachers will be focused on PP and will be accountable through Pupil progress meetings Pupil eligible for PP are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference	Training by Assessment Lead AHTS coordinate Pupil Progress meetings and identify next step interventions Rigorous M&E schedule Teacher appraisal	HT Assessment Leader AHTS	Termly (December; March; June) Appraisal Reviews	£156
	Year 6 booster sessions in maths, reading and writing led by AHT / Maths subject leader	Individuals received additional support to enable them to achieve expected standard for the end of year 6	Pupil progress meetings; data analysis	AHT Maths lead	Spring and Summer term	£1456 £574
	Update main barriers to learning for pupils eligible for Pupil Premium to include	Pupil Premium pupils have different barriers which impact their achievement – as outlined in individual provision maps. Teachers need to be	Barriers to learning form the basis of the	HT PP Lead	PP Provision maps reviewed October; March and June	

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	new pupils (colour coded excel document to analyse impact of barriers on attainment of Pupil Premium pupils)	aware of these and know how best to support the children	PP strategy interventions – informs future M&E schedule	Class Teachers		
	<p>Targeted interventions led by LSAs in each year group to support accelerated progress i.e.</p> <p>Precision Monitoring extended into year 5 (previously up to year 3)</p> <p>Daily Reading to support new Accelerated Reading package</p> <p>Same day interventions (maths)</p> <p>Extra phonics groups to ensure appropriate differentiation across FS2, KS1 and yr 3</p>	<p>Individuals receive additional support to ensure they meet age related expectations at the end of each year / achieve accelerated progress.</p> <p>Progress of all pupils in reading across KS1-2 has improved from -1.18 to -0.82, but progress of middle and higher attaining Pupil Premium children remains below prior attaining groups of all pupils</p> <p>Progress in maths across KS1-2 remains too low at -2.57 although progress has improved from 2016-17 level (-4.06). Progress of middle attaining Pupil Premium children remains below all middle attaining pupils</p> <p>Maintain excellent % of pupils achieving phonics check in yr 1 and increase at end yr 2 (from 91%)</p>	Pupil progress meetings; data analysis	HT AHTs Assessment lead	December; March; June	<p>Am = 3.5; pm = 2.5</p> <p>LSA support: = £34,485</p> <p>HLTA support: £21,736</p> <p>Total = £56221</p>
Total budgeted cost for this section						£58,407

ii: Other approaches: New

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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?	Cost
A: Vulnerable Learners Project - now continued as Side by Side Liaison project into Maths progress of disadvantaged pupils	6 key strands: <ul style="list-style-type: none"> • Self-evaluation and action planning • Area Capacity Building • Countywide Capacity Building • School based improvement projects • Sharing good practice • High quality CPD 	EEF states that the following approaches have the most impact on narrowing gaps between PP and non PP: <ul style="list-style-type: none"> • EYS intervention • High Quality teacher first • One to one tutoring • Peer tutoring • Effective feedback • Improving impact of TAs • Increasing parental engagement • Addressing behaviour and attendance • Developing Speaking & Listening skills • Data monitoring and analysis 	BLT led (LE advisor)	HT AHT Class teachers	As part of project – data drop and accountability to group	Release time £260
SRDS (IPEELL) project with DfE / Chepping View	See above: Specific training through Dfe for yr 2 and 5 + English leader. All funded	All PP children are able to engage with the curriculum and make accelerated progress in order to achieve the expected standards at the end of their year	Learning Walks Book Looks Plan Scans Pupil and staff surveys	AHT / Literacy Lead Class Teachers	Termly	Fully funded
B. Increased home support, leading to greater parental engagement.	New Pupil Premium Mentor scheme established - to start from Autumn 2	Lack of parental support and engagement is a key barrier to learning for pupils at Winslow School.	LSA supported by SENDCO and PP leader LSA is part of new Pupil Health and Wellbeing team Pupil Case studies shared Meeting feedback sheets	PP lead SENDCO	Half termly support meeting Appraisal	£2280 mentoring £2090 new learning mentor pm x 2 Wellbeing meetings release time

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						= £537
C. Social and emotional needs of PP pupils are met resulting in a more positive attitude to learning	Anti-bullying week - 'Choose respect' November 12-15 2018		Pupil voice – feedback Parent survey Analysis of behaviour	HT, AHT, SENDCO, Learning Mentor Behaviour lead	End Autumn term - ongoing	
	Allocation of free places to PP children for school clubs and holiday clubs Chess + holiday club	Financial restraint should not prevent any child from accessing extra-curricular activities.	Record sheets from clubs Monitoring by club leader / PP lead	School club leader Teachers	Termly	£150
	Lettings for Exposure Sport (foregone income in return for free places at Exposure Sport)					£75 pw x 38 weeks = £2850
Initiatives in place previously and to continue						
	Financial Support offered to parents of pupils eligible for Pupil Premium (to support trips and residential visits). Guidance provided for PP parents for grants to	Financial restraint should not prevent any child from accessing trips and visits throughout the school. To ensure equality of opportunity for all children. To ensure inclusivity, raising aspirations and enriching children's learning experiences.	Monitoring attendance on school trips and visits – targeting PP children as needed. Impact measured through individual case studies.	HT EVC PP Lead	Termly	£3000

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	<p>support with the costs of residential visits.</p> <p>Tickets allocated for foodbank provision for most vulnerable families</p>					
	Homework Clubs – (targeting PP children).	Analysis of barriers from PP provision maps shows identified issues with lack of support at home for homework. The need to ensure that homework is completed to a high standard.	Attendance record Homework logs from class teachers Improved attitude to homework and better outcomes as a result. Pupil voice of PP children.	PP Lead Class teachers	Termly	Total £1026
	Pastoral Mentor to run weekly nurture groups and Young Carers.	Children’s emotional and social barriers are having a negative impact on their attitude to learning. PP parents requiring support and mentoring.	Updates when appropriate due to confidentiality. Monitoring of nurture group provision. Parents and children feel more supported. Targeted children have increased self-confidence.	Pastoral Mental Pupil Health and well-being team	Half termly	£988
	Embed role of Transition Mentor - Enhanced transition support for PP / vulnerable children. extra visits to secondary schools, accompanied by mentor. 1:1 sessions within our school between mentor and pupils, addressing concerns.	Y6 transition period is a vulnerable period for children and their parents. Support and guidance is required to ensure that PP children have a smooth transition. Children transfer to a wide range of secondary schools and vary in numbers between schools – therefore tailored support is required.	Follow-up meetings in September 2019 to ensure pupils are settling well.	Transition Mentor Y6 Lead	End of spring and summer term	£396

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	Continued focus on improving punctuality and attendance of PP children	Ensuring the gap is closed further between PP children and national attendance data.	Attendance data for all PP children.	HT PP Lead	Half termly	
	Parents offered support through Workshops on Reading, Maths and GPAS	Ensuring the gap is closed further between PP children and non PP children.		HT AHT Subject Leads		
Total budgeted cost for this section						£13,577
Total overall cost						£87,282