

Disadvantaged Pupil Strategy Statement: Winslow CofE Combined School

Review of expenditure and outcomes for 2017/18

The governors of Winslow Church of England 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 Church of England School				
Academic Year	2017/18	Total PP budget	£98,100	Date of most recent PP Review	September 2018
Total number of pupils	371	Number of pupils eligible for PP	74	Date for next internal review of this strategy	September 2019

Key Stage 2 Progress measures for the 2017/18 Year 6 cohort

There were 67 pupils in the Year 6 cohort of which 64 had KS1 scores. Their Key Stage 1 scores are divided into three attainment bands: low, middle and high. The tables below show the total number of pupils in each prior attainment band and the number of disadvantaged pupils in each band (there were 11 disadvantaged pupils with a KS1 prior attainment score in Year 2 in 2017/18; 2 had no prior attainment). A positive progress score means that, on average, pupils made more progress than pupils nationally with the same prior attainment at Key Stage 1. A negative progress score means that, on average, pupils made less progress than pupils nationally with the same prior attainment at Key Stage 1. The comparator national average for the progress of all pupils in each band is set at zero. The comparator national average shown for disadvantaged pupils is the average progress made by non-disadvantaged pupils. The Government expects schools to compare the performance of their disadvantaged pupils against the performance of non-disadvantaged pupils nationally.

Average progress in reading from Key Stage 1 to Key Stage 2

Prior attainment	Low		Middle		High	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Number of pupils	3	0	36	12	25	1
Progress Score	-0.96	N/A	-1.71	-3.59	0.49	-2.55
National average	0.01	0.56	0.03	0.34	0.02	0.22
Difference	-0.97	N/A	-1.74	-3.93	0.47	-2.77

Average progress in writing from Key Stage 1 to Key Stage 2

Prior attainment	Low		Middle		High	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Number of pupils	3	0	36	12	25	1
Progress Score	-0.09	N/A	-3.62	-3.51	1.21	2.87
National average	0.01	0.55	0.04	0.28	0.01	0.14
Difference	-0.10	N/A	-3.66	-3.79	1.19	2.73

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Average progress in mathematics from Key Stage 1 to Key Stage 2

Prior attainment	Low		Middle		High	
Group	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Number of pupils	3	0	36	12	25	1
Progress Score	-2.14	N/A	-3.31	-5.40	-1.55	0.13
National average	0.02	0.65	0.04	0.34	0.01	0.20
Difference	-2.16	N/A	-3.35	-5.74	-1.57	-0.07

Commentary

Progress scores in reading, writing and mathematics for all low prior attaining pupils and disadvantaged pupils in this group were all significantly lower than national averages. Middle prior attaining pupils also achieved lower progress scores than national in reading, writing and mathematics.

Three high prior attaining disadvantaged pupils achieved a positive progress score in writing (this was higher than for all pupils and above national).

Other End of Key Stage 2 Data 2017/2018 (Cohort of 67pupils in Year 6 of which 67 were eligible for KS2 reading, writing and maths tests; 13 were eligible for Pupil Premium Funding).

	Disadvantaged Pupils		National (non-disadvantaged pupils)	
	% of pupils achieving expected standard	Average scaled score	% of pupils achieving expected standard	Average scaled score
Reading	62%	101.2	80%	106.1
Writing	62%		83%	
Maths	46%	98.8	81%	105.4
Grammar, Punctuation & Spelling	77%	101.8	82%	107.2
Combined Reading, Writing & Maths	31%	NA	70%	NA

Note that the Government uses a comparison between the performance of pupils for whom the school receives the Pupil Premium and all other pupils nationally for whom schools do not receive the Pupil Premium for all statutory national assessments.

Commentary:

The percentage of disadvantaged Year 6 pupils in 2017/2018 for whom the school received the Pupil Premium, and who achieved the expected standard in reading and writing and GPAS was significantly above results for disadvantaged children in Year 6 in 2016/2017. Results were slightly above for maths. Average scaled scores for reading, and mathematics were higher than in 2016-17.

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The school has carefully evaluated these results for 2017/18. It recognises the need to continue to take decisive action to ensure that outcomes for disadvantaged children for whom the school receives the Pupil Premium continue to improve and the difference with other pupils is diminished at the end of Key Stage 2 in 2018/19 (see detailed plans in the 2018/19 Strategy for Disadvantaged Pupils).

End of Key Stage 1 Data 2017/2018 (Cohort of 55 pupils in Year 2, of which 13 were eligible for Pupil Premium)

	All pupils (55)	Disadvantaged Pupils (13)	National (non-disadvantaged pupils) 2017
	% pupils achieving expected standard	% pupils achieving expected standard	% of pupils achieving expected standard
Reading	76	62	79
Writing	71	54	72
Maths	75	54	79

Commentary:

The percentage of disadvantaged pupils achieving the expected standard in reading was below that for all pupils at Winslow for all non-disadvantaged pupils nationally. The percentage of disadvantaged pupils achieving the expected standard in writing was below that for all pupils at Winslow for all non-disadvantaged pupils nationally. The percentage of disadvantaged pupils achieving the expected standard in mathematics was below that for all pupils at Winslow for all non-disadvantaged pupils nationally. There was significant SEN within the PP group of pupils

	All pupils (55)	Disadvantaged Pupils (13)	National (non-disadvantaged pupils) 2017
	% pupils achieving greater depth	% pupils achieving greater depth	% of pupils achieving greater
Reading	38	31	28
Writing	16	0	18
Maths	11	0	23

Commentary:

The percentage of disadvantaged pupils achieving greater depth in reading was in line with that for all pupils at Winslow and for all non-disadvantaged pupils nationally. The percentage of disadvantaged pupils achieving greater depth in writing was below that for all pupils at Winslow and for all non-disadvantaged pupils nationally. The percentage of disadvantaged pupils achieving greater depth in mathematics was below that for all pupils at Winslow and for all non-disadvantaged pupils nationally.

Year 1 Phonics Screening Test Data 2018 (Cohort of 59 pupils in Year 1, of which 14 were eligible for Pupil Premium)

All Pupils (43)	Disadvantaged Pupils (4)	National all pupils
% of pupils achieving expected standard	% of pupils achieving expected standard	% of pupils achieving expected standard
95	75	81

Commentary: The proportion of disadvantaged pupils achieving the expected standard in the phonics test was in line with that for all pupils at Winslow and for all pupils nationally.

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Year 2 Phonics Screening Re-Test Data 2017 (Cohort of 55 pupils, of whom 13 were eligible for Pupil Premium)

All Pupils (50)	Disadvantaged Pupils (13)	National all pupils
% of pupils achieving expected standard	% of pupils achieving expected standard	% of pupils achieving expected standard
90	85	92

Commentary:

The proportion of disadvantaged pupils achieving the expected standard by the end of Year 2 was broadly in line with that of all pupils at Winslow and for all pupils nationally.

End of Early Years Foundation Stage Data 2018 (Cohort of 27 pupils in the Reception Year, of which 7 were eligible for Pupil Premium)

Good level of development by the end of the Reception Year	All Pupils (27)	Disadvantaged Pupils (7)	National all pupils
	% pupils achieving a good level of development	% of pupils achieving a good level of development	% of pupils achieving a good level of development
	85	57	71

Commentary:

The proportion of disadvantaged pupils achieving a good level of development was below all pupils at Winslow but in line with all pupils nationally.

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2. Review of expenditure				
Previous Academic Year 2017/18		Review of outcomes and expenditure in 2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for pupil premium, if appropriate.	Lessons learned:	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 pupil premium children's attainment/progress on performance management	There has been an increased awareness of PP children across the school and staff are actively involved in focusing on internal and external barriers to pupil premium children's learning. Including pupil premium children as a specific group in staff appraisals has ensured greater accountability. Pupil premium children's progress and attainment are regularly discussed at termly pupil progress meetings.	Continue to have a specific focus on pupil premium children in staff appraisals and data analysis / pupil progress meetings.	£0
	Ensure books of PP pupils are marked first	This has been particularly effective with Maths and English, often leading to same day interventions in maths. Marking pupil premium children's work first enables greater impact for direct feedback with the children.	Continue to mark pupil premium children's books first and to link to same day interventions where needed.	
	3 rd Set for year 6 maths and English (every morning) led by unqualified teacher and LSA (ratio1:7) – includes 30% PP children.	This third set supported the children's needs and enabled them to their learning with greater support and scaffolding where needed. This provision also benefited the rest of the large year group, taking the sizes down in the main two classes.	Continue to support children in Y6 with booster sessions during the spring term in Reading, Writing and Maths.	£26,070
	School Improvement Package – focus on mastery maths: Will Connolly	Highlighted the unhelpful impact of setting within school, which places a ceiling on the lower attaining pupils and widens the gap with their peers. Recognised the positive impact of talk 4 maths, which was piloted in year 1 and 3, with its sharper focus on reasoning and problem solving ; same day interventions are being used in yr 3 – closing the gap with other children	School will be abolishing setting in maths from September 2018 across the whole school; introducing school wide use of strategies from pilot.	£1300
	Introduction of new Accelerated Reader programme	We have now completed our first year with the Accelerated Reader programme. This has enabled us to trial the package and children have begun to respond well. We have seen an increase in the number of children accessing quizzes and reading books targeted at their reading age.	In 2018/2019, we will be continuing to build upon our practices and use Accelerated Reader data with deeper analysis to support our teaching and learning in reading.	£5,008

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		<p>JW/CC/LD/KE/KG/EP have accessed several training packages with REN learning over the year and this has then been fed into staff meetings.</p> <p>We have also begun to look at the data generated through Accelerated Learning and have used this to inform next steps in children's reading and also to support the writing of our end of year reports for individual children.</p> <p>We have also worked hard to build a distinctive reading culture in our school. Reading achievements are celebrated on a shared display in our school hall. We have also held a parents' information workshop during our parents' evenings.</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>Pupil Progress meetings have a sharper focus on progress and attainment of PP children</p>	<p>The profile of pupil premium has been raised further this year. At KS1 the difference between Pupil premium and non-pupil premium remains too high at approx. 5 pupils; attainment is broadly in line with 2016-17 in school</p> <p>Pupil premium children are achieving at the same level as non-pupil premium in reading at GDS; however, no children have achieved GDS in writing and maths; this must be school focus for 2018-19.</p>	<p>We are now creating a Pupil Premium vision for our school and classroom checklist to ensure continuity in our provision. We are developing coloured progress and attainment grids which will be used to identify specific pupil premium children and dictate interventions required to accelerate progress; these grids will also inform book looks, plan scans and pupil voice.</p> <p>Pupil premium provision maps to be updated for Sept 2018 to include a section to note where pupil premium children have accessed clubs / other responsibilities (e.g. Student Council). Pupil premium lead to track provision across school</p> <p>Pupil premium lead to evaluate pupil premium provision within and across year groups</p>	<p>£6000</p>

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	<p>Talk 4 Writing Training (to be extended to include nonfiction and grammar) New staff / LSAs to be trained Resources purchased for each yr group</p>	<p>Talk 4 Writing whole staff training continued throughout 2017/2018. This supported our new members off staff and gave a refresher opportunity for all staff with this strategy. Staff are now very confident with Talk 4 Writing to support children's writing and this is evident across the school. Staff training has been extended to focus on Talk 4 Writing with Grammar and non-fiction. Years group have been bought grammar resources to support the curriculum objectives.</p>	<p>Talk 4 Writing to be continued throughout 2018/2019 with links to our new initiative, SRSD (IPEELL) (as per National Literacy Trust training and our pupil premium writing project with DFE). LSAs will be trained with the new IPEELL strategy.</p>	<p>£1800</p>
	<p>All staff trained in O track assessment reports (with particular emphasis on prior attaining groups; PP etc);</p>	<p>Staff are now more aware of their responsibility for Pupil premium / non-Pupil premium gap in their class. Training in O Track reports has enabled them to access the relevant data, which has fed into termly pupil premium meetings.</p>		<p>£312</p>
	<p>Year 6 booster sessions in maths, reading and writing led by AHT / Maths subject leader</p>	<p>Focus pupil premium children gained confidence and were able to participate in these small booster group sessions. 43% pupil premium children achieved ARE (6/14) – in line with previous year.</p>	<p>Booster sessions will take place in Spring 2018 for Y6 children in maths, reading and writing. HT to lead booster sessions in Maths in Y5 (Autumn term includes 1 pupil premium child; another child was invited but unable to participate)</p>	
	<p>Identify and address main barriers to learning for pupils eligible for pupil premium (colour coded excel document to analyse impact of barriers on attainment of pupil premium pupils)</p>	<p>Staff have a greater awareness of internal and external barriers for their pupil premium children and these needs are addressed in the individual pupil premium maps. We have created a whole school barriers grid (colour coded excel document) which enables us to see the wider picture and to prioritise need and provision.</p>	<p>We will continue to update the barriers grid to show a whole school picture of our internal and external barriers.</p>	<p>£1456</p>

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<p>Targeted interventions led by LSAs in each year group to support accelerated progress i.e. Precision Monitoring extended 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>	2016-17				2017-18				<p>Continue strategies which are proving successful in accelerating progress – precision monitoring; extra phonics groups;</p> <p>Ensure whole school are using same day interventions for maths; working walls</p> <p>Continue to push self-editing of writing in all classes – extend IPEELL strategy and training across whole school (part of Disadvantaged Project with DfE)</p> <p>Pupil Premium Lead to evaluate pupil premium provision within and across year groups</p>	£36167		
	Yr	PP / non PP	R	W	M	PP / non PP	R	W			M	
	1	14PP (7.1%)	71	57	57	4PP (25%)	50	25			25	
		43 NPP	63	58	58	39 NPP	90	82			74	
		Gap	1 ch	0	0		1	2			1	
	2	8PP (12.5%)	75	63	75	13PP (7.6%)	62	54			54	
		41NPP	83	71	83	42 NPP	81	76			81	
		Gap	0 ch	0	0		2	2			3	
	3	7PP (14.2%)	43	14	29	8PP (12.5%)	88	63			50	
		41NPP	71	57	48	40NPP	93	75			85	
		Gap	2 ch	3	1		0	0			2	
	4	13PP (7.6%)	31	31	38	7PP (14.2%)	43	29			43	
		34NPP	68	65	68	43NPP	81	67			51	
		Gap	4 ch	4	3		2	2			0	
	5	14PP (7.1%)	38	13	13	13PP (7.6%)	54	38			46	
		54NPP	69	54	58	34NPP	82	79			74	
		Gap	4 ch	5	6		3	5			3	
	6	12PP (8.3%)	33	33	42	14PP (7.1%)	64	57			43	
		36NPP	89	78	72	53NPP	85	75			75	
		Gap	6 ch	5	3		2	2			4	
	<p>In KS1, the gap has increased slightly, as the result of accelerated progress of non-pupil premium children.</p> <p>Between 2016-17 and 2017-18 in KS2 there is an improving picture with the gap narrowing (or remaining the same) for like cohorts:</p> <ul style="list-style-type: none"> • Y4 pupil premium children: improved % at ARE compared with their attainment in y3 (writing and maths) • Y5 pupil premium children: Improved % at ARE compared with their attainment in y4 in all subjects (but non-pupil premium progress has increased gap in writing) • Y6 pupil premium children: Excellent improvement of whole cohort in % at ARE compared with their attainment in y5 – gap significantly closed 											

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		<ul style="list-style-type: none"> Phonics: 75% (3/4) pupil premium achieved the standard at the end of yr 1 – gap with national others has closed significantly from -20 to -9. 60% (3/5) pupil premium re taking the phonics at end of year 2 achieved the standard. 		
li Other approaches				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for pupil premium, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A: BLT Vulnerable Learners Project – 2 year project to begin Spring 2018	<p>To focus on yr 1 and 5. 6 key strands:</p> <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 	<p>KE and SW attended termly meetings for our BLT maths project. We selected ‘Same Day Intervention in Maths’ as our in-school project focus. Year groups carried out baseline assessments using Number and Place Value Headstart material. This project has also benefited all children across school, with the intervention being carried out in all year groups and fed into our staff meeting programme.</p> <p>HT attended leadership strand of BLT Disadvantaged project – focus on maths and Self-Regulated Writing.</p>	<p>We are continuing with our same day intervention approach in maths.</p> <p>HT strands of BLT project have now been incorporated into a Liaison Side by Side Project focusing on Maths; Self-Regulated Writing strand remains part of a different Disadvantaged project with Chepping View/DfE.</p>	£2808
B. Increased home support, leading to greater parental engagement.	<p>Appointment of new specialist LSA to support parents of vulnerable pupils and increase parental engagement</p> <p>Parents offered support through Workshops on Reading, Maths and GPAS</p>	<p>Specialist LSA has supported our most vulnerable pupils in school (including those bereaved – pupil premium; effective communication with parents / carers)</p> <p>All parents were invited to workshops on Reading, Maths and GPAS and these were well attended (included pupil premium parents). We also offered SATs information meetings for parents in Y2 and Y6.</p>	<p>We are now adopting a wider school model, Pupil Premium Mentoring, to support out vulnerable pupil premium children (12 mentors and 30 pupil premium children). This will also seek to address the highlighted internal and external barriers for these children. This role will be offered to all staff, not just teaching staff.</p>	£4,180

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<p>C. Social and emotional needs of PP pupils are met resulting in a more positive attitude to learning</p>	<p>Creation of Pupil Mental Health and Wellbeing Team</p>	<p>All relevant staff (PP lead / SENDco / HT / Specialist mentor LSA / Transition lead) meet regularly and support each other to discuss key children (who includes many of our pupil premium children). This also led to staff training with Child Bereavement UK.</p>	<p>This team will continue in 2018/2019 and also seek to link to our new Pupil Premium Mentor Scheme.</p>	
	<p>Whole staff training in Mental Health and Wellbeing (focus on autism and anxiety)</p>	<p>Staff Meeting 19.2.18 led by Paula Williams (Ed Psychologist) for teachers and support staff . This was followed by Mental Health Week during the Spring term.</p> <p>Concern expressed in Spring Parental Survey regarding ‘ bullying’.</p>	<p>School participation in Anti Bully Week – Choose Respect- led by Anti Bullying Alliance. Positive focus on choosing respect rather than negative ‘Don’t do ...’ focus to begin to change ethos</p>	<p>£500 Ed syc</p>
	<p>Allocation of free places to pupil premium children for school clubs and holiday clubs.</p>	<p>For the Autumn term after school clubs there are 15 pupil premium children accessing these clubs out of 93 children accessing clubs from Y1-6 (25% of the pupil premium cohort for Y1-6). We have also paid for one Year 6 pupil premium child to access a free place at our after school chess club, which is run by an external teacher. Exposure Sports have also funded 5 places for our pupil premium children at their after school football club and 3 funded places for their half term two-day holiday camp.</p>	<p>We will continue to monitor the provision of pupil premium children and club attendance.</p>	<p>£50</p>

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	<p>Financial Support offered to parents of pupils eligible for Pupil Premium (to support trips and residential visits).</p> <p>Homework Clubs – before and after school (targeting pupil premium children).</p> <p>Pastoral Mentor to run weekly nurture groups and Young Carers.</p> <p>Develop role of Transition Mentor - Enhanced transition support for pupil premium / vulnerable children. Pupil premium / vulnerable children have extra visits to secondary schools, accompanied by mentor. 1:1 sessions within our school between mentor and pupils, addressing concerns.</p>	<p>When informing parents of residential visits (Kingswood – Y6 and Woodrow – Y4), we have sent a separate initial parent to our pupil premium parents to offer the opportunity for parents to discuss any payment / financial issues with the Headteacher.</p> <p>Pupil premium children have been offered opportunities to attend homework club before school and within the school day. These are well attended and well received by the pupil premium parents.</p> <p>MH very effective in her role as mentor and YC lead, running weekly sessions which was very well received.</p> <p>Transition Mentor was highly effective in shaping this role last year. Our mentor liaised closely with all feeder schools and developed excellent lines of communication. Transition Mentor also visited several secondary schools and she took groups of children where this was part of their transition needs.</p> <p>24/68 children in Year 6 participated in our enhanced transition support programme in the Spring and Summer term 2018. A third of these children were pupil premium. Half of these pupil premium children also benefited from an extra visit to their feeder secondary school.</p>	<p>We are also working with St. Laurence’s church to give parents information about applying for grants to support the payment for these visits.</p> <p>This will continue throughout 2018 2019 as it is important part of our pupil premium provision to address this external barrier.</p> <p>Enhanced transition support to take place with Year 6 in Spring and Summer term 2018.</p>	<p>£2000</p> <p>£1558</p> <p>£5320</p> <p>£550</p>									
D. Increased attendance and punctuality rates for pupils eligible	<p>Increased focus on improving punctuality and attendance of pupil premium children.</p> <p>Facilitating soft entry and exit at school for the most vulnerable children.</p>	<table border="1"> <thead> <tr> <th></th> <th>2016-17</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>94.96%</td> <td>94.31%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.53%</td> <td>96.75%</td> </tr> </tbody> </table>		2016-17	2017-18	Pupil Premium	94.96%	94.31%	Non Pupil Premium	96.53%	96.75%	<p>Pupil premium Lead to further improve punctuality and attendance of pupil premium children. Monitoring of attendance data and following up issues with class teachers / HT, where needed.</p>	
	2016-17	2017-18											
Pupil Premium	94.96%	94.31%											
Non Pupil Premium	96.53%	96.75%											
Total				£97,496									