

Winslow Church of England School

Pupil Premium Vision

At Winslow Church of England School, the proportion of pupils in receipt of Pupil Premium funding is approximately 22%. The funding is carefully targeted to meet the needs of individual pupils and its impact monitored to ensure it is having the intended effect.

The profile of Pupil Premium pupils is high and all staff are accountable for the outcomes of this group of learners. Teachers and support staff engage pupil premium pupils in their learning, providing opportunities and support for them to make the same progress as those students who are less disadvantaged and acquire the skills and knowledge they need for future success.

Regular pupil progress meetings and data tracking is used to identify gaps and drive intervention and/or additional enrichment. Teaching staff work closely with parents to support them in engaging with their child's learning.

Pupil Premium lists

Teachers are informed of pupil premium pupils across the school and are notified of any new pupil premium pupils by the Pupil Premium Lead. Teachers keep pupil premium provision maps for the pupil premium pupils in their class. These are reviewed and updated twice per year. Learning Support Assistants are aware of all pupil premium pupils in the classes they support.

The Pupil Premium Lead keeps a main file with all the pupil premium provision maps from across the school. This also contains information linked to provision for each pupil premium pupil (e.g. clubs attended, Student Council representative, financial support given for clubs and trips, pupil mentor meeting notes, etc).

Quality First Teaching

Research shows highly effective teaching has a significant impact on the progress of disadvantaged pupils, more so than on average non- pupil premium pupils. As such, the priority for the school in closing the gap between pupil premium and non- pupil premium pupils is to deliver consistent, high quality teaching and learning experiences. Pupil premium pupils typically have less financial support for social and cultural experience at home and are therefore more dependent on school. Pupil Premium funding is also used to address this (as outlined in the school's annual Pupil Premium Strategy document).

Teachers have high expectations for pupil premium pupils. Their high profile ensures they are engaged, challenged and their success is celebrated. Pupil premium pupils are involved in discussion about their learning and are encouraged to offer detailed responses to questioning, using subject related vocabulary when relevant.

Feedback supports and accelerates progress, both verbal and written, evidenced through pupils' work. Pupil premium pupils' books are marked before other pupils'. Lead learners are also used regularly to provide 'peer tutoring' and feedback.

Learning Support Assistants take opportunities to engage in pupil premium pupils' learning through discussion, response and encouragement during each lesson, as well as using 'same day intervention' support where needed.

Intervention

Regular assessments and half-termly tracking identifies the need for intervention, which is recorded on the pupil's provision map. Interventions are led by LSAs and teaching staff and their impact reviewed on a half termly cycle. Interventions are planned across year groups and key stage phase (KS1 / lower KS2 / upper KS2).

Barriers for Learning

Class teachers identify individual pupil's barriers for learning, which are recorded and responded to within pupil premium provision maps. These external and internal barriers are also recorded on a whole school barriers document which enables the school to on key priorities and interventions to address wide barriers to learning. This then directly feeds into the school's annual Pupil Premium Strategy document.

Pupil Premium Mentor Scheme

Targeted KS1 and KS2 pupils are allocated mentors and meet on a regular basis. The meeting provides an opportunity to discuss progress, barriers for learning, aspirations, personalised targets and strategies/interventions to accelerate progress. Meeting notes are recorded and mentors feed back to class teacher and/or Pupil Premium Lead /SENDCO/SLT to discuss possible actions / next steps.

Enrichment

Winslow CE School actively encourages the participation of pupil premium pupils in enrichment experiences. Engagement is monitored and parents of pupil premium pupils not taking part are encouraged to do so by the PP Lead, with the school offering funded places. Trips and residential visit costs are supplemented (where needed) by the school to encourage participation.

Attendance

The attendance of pupil premium pupils is tracked on a regular basis and parents of children falling below 95% are invited in to discuss any issues and support with the class teacher / Pupil Premium Lead. On a daily basis, the school office contacts parents to establish the reason for absence (if not already provided). In addition, teachers contact to enquire about the pupil's wellbeing, encourage attendance and offer to provide work for home for extended periods of absence.

Classroom Checklist – Winslow Pupil Premium Vision	
Identification	All support/cover staff are aware of pupil premium pupils in class. Teaching Assistants (including 1:1), routinely engage with pupil premium pupils during lessons.
Questioning	Pupil premium pupils are engaged in questioning in every lesson. Pupils are encouraged to extend responses to questions.
Feedback	Verbal feedback is given to pupil premium pupils at least once per day. Pupil premium pupil books are always marked first. Next step marking evident at least once per week maths/English.
Reading	KS1 pupil premium pupils are listened to read daily. KS2 pupil premium pupils below ARE are listened to read daily
Mentor meetings	Targeted KS2 pupil premium pupils engage in mentor meetings to discuss: <ul style="list-style-type: none"> • Progress • Aspirations • Barriers to learning and strategies to overcome these • Personal targets • Interventions / classroom strategies
Attendance	Teachers make contact with pupil premium parents when there is absence to ask about the wellbeing of a child and, if absence is likely to continue, offer to email work home via email. Teachers regularly praise pupils for good attendance.
Data analysis	Teachers track and analyse pupil premium pupils on a half termly basis. Pupil premium pupils discussed first during pupil progress meetings.
Interventions	Teacher analysis of data identifies pupils underachieving and targeted provision is put in place. Same day intervention strategy is used where needed. Teachers measure the impact of interventions on a half termly basis.
Essential needs	Teachers report any concerns relating to essential needs via Pupil Premium Lead / DSL (food, uniform, home life) and discuss concerns with parents to explore solutions.