

Winslow Church of England School – Pupil Premium Statement of Impact 2020/2021

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1. Summary information

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|-------------------------------|----------------------------------|---|--|--|----------------|
| School | Winslow Church of England School | | | | |
| Academic Year | 2020/21 | Total PP budget | £110,439 (estimate) | Date of most recent PP review | September 2019 |
| Total number of pupils | 341 | Number of pupils eligible for PP | Based on 71 pupils PP for financial year 2020/21 and estimate 88 pupils for financial year 2021/22 | Date for next internal review of the strategy | February 2021 |

Strategy statement

The overall aims of our Pupil Premium strategy is to reduce the attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points and to raise the in-school attainment of both disadvantaged pupils and their peers. Our strategy is well embedded throughout all aspects of our school.

The data in this table shows an improvement of disadvantaged progress over a 3 year trend in each of the core subjects. It also shows a closing of the gap over the 3 years in each subject. This data is based on the official progress measures from KS1 to KS2.

| | 2017 | | 2018 | | 2019 | | 2020 |
|---------|--------|------------|--------|------------|--------|------------|------|
| | Disadv | Non Disadv | Disadv | Non Disadv | Disadv | Non Disadv | |
| Reading | -6.6 | 0.3 | -3.5 | -0.1 | -4.0 | -0.6 | n/a |
| Writing | -4.9 | -1.2 | -3.0 | -1.2 | -0.3 | 1.0 | n/a |
| Maths | -5.2 | -3.8 | -5.0 | -2 | -4.3 | -1.6 | n/a |

Our core approaches are aimed at closing the gaps in English and Maths. We are working with new initiatives in English and Maths, which are supporting the progress for all and for our Pupil Premium children. As we enter the academic year of 2020/21, we are implementing our catch-up funding and new programmes / interventions to support Pupil Premium children to further close their gaps as a result of covid and school closure.

The profile of the whole school is changing, which is a reflection of the change in our catchment. In the last two years, there has been a significant increase in Free School Meal (FSM) children and in our overall Pupil Premium numbers.

| 2018 | | 2019 | | 2020 | |
|------|-----|------|-----|------|-----|
| FSM | PP | FSM | PP | FSM | PP |
| 9% | 19% | 17% | 21% | 22% | 26% |

| | | | | |
|---|--|---|--|---|
| 2. Current attainment 2019/20 using internal data | | | | |
| a. EYFS Teacher Assessment data | | | | |
| | Pupils eligible for PP | | Non PP in school (emerging national average) | |
| % pupils attaining Good Level of Development | 67% | | 69% (66%) | |
| b. Year 1 Phonics Check (Data tbc Autumn 2020) | | | | |
| | Pupils eligible for PP | | Non PP in school (emerging national average) | |
| % pupils attaining end year 1 phonics check | tbc | | tbc | |
| c. Year 2 & Year 6 Assessment Data | | | | |
| | Year 2 Teacher Assessment data 2019/2020 | | Year 6 Teacher Assessment data 2019/2020 | |
| | Pupils eligible for PP (based on Jan 20 census) | Non PP in School (emerging national average) | Pupils eligible for PP (based on Jan 20 census) | Non PP in School (emerging national average) |
| % pupils achieving expected standard or above in reading, writing and maths outcomes | n/a | n/a | n/a | n/a (71%) |
| % pupils achieving expected standard or above in reading outcomes | 64% | 91% (72%) | 57% | 77% (80%) |
| % pupils achieving expected standard or above in writing outcomes | 36% | 76% (67%) | 43% | 73% (77%) |
| % pupils achieving expected standard or above in maths outcomes | 64% | 67% (73%) | 57% | 68% (80%) |

| | | | | |
|---|--|---|--|---|
| 3. Attainment outcomes 2018/19 | | | | |
| a. EYFS Teacher Assessment data | | | | |
| | Pupils eligible for PP | | Non PP in school (national average other 2018) | |
| % pupils attaining Good Level of Development | 50% | | 74% (n/a%) | |
| b. Year 1 Phonics Check | | | | |
| | Pupils eligible for PP | | Non PP in school (national average other 2018) | |
| % pupils attaining end year 1 phonics check | 70% | | 90% (85%) | |
| c. Year 2 & Year 6 Assessment Data | | | | |
| | Year 2 Teacher Assessment data 2018/2019 | | Year 6 Teacher Assessment data 2018/2019 | |
| | Pupils eligible for PP (based on Jan 19 census) | Pupils not eligible for PP school (national average others 2018) | Pupils eligible for PP (based on Jan 19 census) | Pupils not eligible for PP school (national average others 2018) |
| % pupils achieving expected standard or above in reading, writing and maths outcomes | n/a | n/a | 33% | 67% (70%) |
| % pupils achieving expected standard or above in reading outcomes | 89% | 87% (79%) | 47% | 79% (80%) |
| % pupils achieving expected standard or above in writing outcomes | 67% | 81% (74%) | 73% | 85% (83%) |
| % pupils achieving expected standard or above in maths outcomes | 56% | 76% (80%) | 60% | 70% (81%) |

| 4. 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>Many pupils eligible for PP lack opportunities due to financial disadvantage. This means that these 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>Many pupils eligible for PP suffer from low self-esteem; they lack motivation and aspiration and this affects their attitude to learning. Many pupils eligible for PP show signs of anxiety from lockdown/school closure and there are on-going COVID concerns.</i> | |
| External barriers | | |
| D. | <i>Approximately two thirds 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> | |
| F. | <i>Many pupils eligible for PP suffer from anxiety and stress as a result of the COVID pandemic and parents need additional support through this ever-changing situation.</i> | |
| G. | <i>Many families are struggling with the ongoing problems and issues resulting from the COVID pandemic.</i> | |
| Desired outcomes | | 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 diminishing 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 Well-being team and mentor address and deal with on-going concerns and work with families to support them. |
| C. | Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning | New WHWB team 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. New 'recovery curriculum' set up from start of autumn term 2020 addresses mental health and well-being issues and side effects following school closure / lockdown. |
| 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. |

5. Planned expenditure – Academic year 2020/21

Estimated funding: 2020/21 7 months of £100,495 actual funding + 2021/22 5 months of £124,360 estimated funding = £110,439

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

| Desired Outcome | Chosen action / approach | Evidence Approach – what is the evidence and rationale for this choice? | Success criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date |
|---|--|--|---|--|---|
| A: PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics | <p>All staff will be focused on PP children and accountable for their progress and attainment. Outcomes and next steps / actions required to be incorporated into termly team pupil progress meetings and then fed back to SLT.</p> <p>Continuation with prioritised feedback for our PP children – timely and purposeful that furthers their learning.</p> <p>Pupil Progress meetings have a sharper focus on progress and attainment of PP children</p> <p>PP vision with classroom checklist to ensure continuity across the school and accountability for staff.</p> | <p>Greater staff awareness leads to greater accountability and improved outcomes.</p> <p>Teachers are able to gather feedback and assessments that enable them to adjust their teaching, both within and across a sequence of lessons for greater impact on pupil outcomes.</p> <p>Teachers are aware of the PP children in their cohort and are accountable for their progress and attainment</p> | <p>Rigorous M&E schedule implemented by SLT and subject leaders</p> <p>Data Analysis</p> <p>Pupil Progress Meetings Appraisal reviews</p> <p>Team feedback meetings.</p> <p>Staff meetings</p> <p>Pupil progress meetings</p> | <p>HT</p> <p>AHTS</p> <p>Team Leaders</p> <p>PP lead</p> | <p>Termly pupil progress meetings.</p> |
| | <p>Continuation with Accelerated Reader programme – utilising the report and analysis tools further to support teaching and learning</p> <p>In-house AR training to be giving by English Lead and Librarian.</p> | <p>Children’s reading will be supported throughout all stages of their development with effective diagnostic and analysis tools.</p> <p>Teachers will be able to use the data analysis reports to support their overall reading assessments.</p> | <p>M&E schedule</p> <p>Data analysis</p> <p>Pupil progress meetings</p> <p>Team and staff meetings</p> | <p>HT</p> <p>AHT</p> <p>School librarian</p> | <p>July 2021</p> |
| | <p>Purchase of new Collins’ Big Cat reading scheme books (to support those children in KS2 who failed their phonics screening in Y1) and Y2 reading intervention books.</p> | <p>Reading books linked to each phonics phase.</p> | <p>M&E schedule</p> <p>Data analysis</p> <p>Pupil progress meetings</p> | <p>HT</p> <p>AHTs</p> <p>English leads</p> <p>Class teachers</p> | <p>Feb 2021 initially and then termly</p> |

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| | | Children who struggle with phonics in KS1 are supported in improving their reading throughout KS2 with appropriate, engaging books. | | | |
| | <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 M&E schedule Barriers to Learning grid analysis Data Analysis</p> | <p>HT AHTs SLT team</p> | <p>Termly</p> |
| | <p>IPEELL school improvement work to continue throughout the year, with a specific focus on vocabulary development throughout the school.</p> <p>Autumn term – Y6, Y3 and Y1 to trial new Jane Considine’s, ‘Write Stuff’ approach, in conjunction with IPEELL and linking to lockdown CPD training. Use of the ‘writing rainbow’ icons to support the teaching and learning with writing.</p> <p>Spring and summer term – new training to be cascaded to staff during staff training sessions and then trialled in classrooms.</p> <p>Use of Catch-up premium to support new approaches.</p> | <p>Whole school focus on self-regulated writing (IPEELL) during 2018-19 has led to a significant improvement in writing outcomes across the school (+0.61 KS1-2 progress in 2019) which has continued into 2020.</p> <p>School’s SLE provides high quality in-house training</p> <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> <p>All PP children are more confident in their independent writing and their</p> | <p>Staff CPD sessions Learning Walks * Book Looks Plan Scans Pupil and staff surveys Coaching of staff Observations and follow up * Team teaching * Support with planning Evaluations and reflections</p> <p>*subject to COVID guidelines and risk assessments.</p> | <p>AHTs English Lead</p> | <p>Termly</p> |

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| | | vocabulary base has widened. | | | |
| | Continuation of the Book Talk strategy throughout school to further develop children's reading and comprehension skills. FOWS to support the purchase of new early reading books for FS – linked to children's talk and language development. | All PP children are able to take an active role in whole class book talk sessions to focus on the development of vocabulary and to close the vocabulary gap between PP and non PP children. Our new Book Talk strategy is starting to impact the fluency and confidence of readers. Following CPD training during lockdown, staff are more confident to deliver this strategy. | Learning Walks* Book Looks Observations and follow up* Plan Scans Pupil and staff surveys Reading assessments each term *subject to COVID guidelines and risk assessments. | AHTs English leads | Termly |
| | Use of Vocabulary Ninja resources (comprehension books from Y1-6 to support non-fiction inference skills) and Word of the Day for Nursery to Y6 to support children's vocabulary development. | Children's vocabulary is significantly improved so they can understand, longer, more complex texts across the curriculum. The gap in children's vocabulary skills is decreased and PP children are given the opportunity to experience tier 2 and 3 vocabulary. | Staff training Pupil questionnaires Plan scans M&E schedule | AHTs English leads Curriculum lead | Termly |
| | Maths leaders (KS1 and KS2) are attending Enigma Hub training (second year of training embedding mastery approach across the school). | Piloted strategies from year 1 of training are implemented across school, enabling all children to further develop their reasoning skills. | Staff training and feedback from maths leaders | Maths leads | Termly |
| C. Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning | Recovery curriculum / Reconnecting the Rainbow project on return to school in September 2020. Creation of Mental Health and Well-being team to support children through the COVID pandemic and linked to other areas of concern. New nurture room created for interventions / support. | Children are able to reconnect with our school and to feel nurtured and their needs being met. PP children have the opportunity to discuss their feelings and anxieties. | Staff Inset / follow up meetings Whole school reconnection work: assemblies and celebrations virtually. DfE training in Mental Health and Well-being to be cascaded to all staff. | HT AHTs MHWB team Class teachers | Termly |

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| | Targeted PSHE sessions linked to mental health and well-being. | | Zones of regulation training. Calming Cat training for LSAs. | | |
| Total budgeted cost for this section | | | | | £50,000 |

ii.Targeted support

| Desired Outcome | Chosen action / approach | Evidence Approach – what is the evidence and rationale for this choice? | Success criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff Lead | Review date |
|--|---|--|---|--|-------------|
| A: PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics | <p>All staff trained in O track assessment reports (with particular emphasis on prior attaining groups; PP etc.).</p> <p>All staff trained in the use of Accelerated Reader to analyse children’s reading performance and next steps.</p> <p>Tracking grids distributed to identify those pupils who are achieving lower than expected progress across the key stage.</p> <p>Teachers to RAG their planning from 2019/20 to show which objectives need embedding or teaching or teaching for the first time, as a result of lockdown. Interventions grid to be created. Outcomes / future actions to be discussed during pupil progress meetings.</p> | <p>Pupil eligible for PP are currently attaining below the level of other pupils; they need to make accelerated progress to diminish the difference.</p> <p>All staff will be focused on PP and will be accountable through Pupil progress meetings.</p> <p>On-going annotation of ragged planning indicates which gaps are being filled and which remain a concern.</p> | <p>Training by Assessment Lead</p> <p>Pupil Progress meetings to analyse and identify next steps</p> <p>Assessment records</p> <p>Interventions</p> <p>Rigorous M&E schedule</p> <p>Teacher appraisal</p> | <p>HT</p> <p>AHTs</p> <p>Teachers</p> <p>Assessment lead</p> | Termly |
| | <p>Year 6 booster sessions in maths, reading and writing*</p> <p>*To take place within class bubbles linked to COVID risk assessments.</p> | <p>Individuals received additional support to enable them to achieve expected standard for the end of year 6.</p> <p>Targeted support linked to the data analysis reports and next steps arising from termly pupil progress meetings.</p> <p>Children make accelerated progress in response to immediate feedback.</p> | <p>Pupil progress meetings</p> <p>Data analysis</p> <p>Use of LSAs / teachers to carry out interventions where needed.</p> | <p>HT</p> <p>AHTs</p> <p>Class teachers</p> <p>LSAs</p> | Termly |

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|--|--|---|--|---|---|
| | <p>Continue with the use of same day interventions, across school, to address children's gaps and misconceptions.</p> | | | | |
| | <p>Update main barriers grid to learning for pupils eligible for Pupil Premium to include new pupils (colour coded excel document to analyse impact of barriers on attainment of Pupil Premium pupils).</p> <p>Use of a new Covid register to identify children who have experienced trauma or changed circumstances, supporting their emotional well-being and enabling them to re-focus on their learning.</p> | <p>Pupil Premium pupils have different barriers (internal and external) which impacts on their achievement – as outlined in individual provision maps. Teachers need to be aware of these and know how best to support the children</p> | <p>Barriers to learning form the basis of the PP strategy interventions – informs future M&E schedule</p> | <p>HT AHTs Class teachers SEND Lead MHWB team</p> | <p>On-going</p> |
| | <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 year 3</p> <p>Catch up funding support in core subjects</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, 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 low - Progress of middle attaining Pupil Premium children remains below all middle attaining pupils.</p> <p>Maintain excellent % of pupils achieving phonics check in year 1 and increase at end year 2.</p> | <p>Pupil progress meetings. Data analysis reports. Action plans. Team planning meetings. Reports to governors.</p> | <p>HT AHTs Class teachers</p> | <p>Termly</p> |
| | <p>Allocation of funded places to PP children for school clubs and holiday clubs (through the school's use of TFG sessions).</p> | <p>Financial restraint should not prevent any child from accessing extra- curricular activities.</p> | <p>Termly discussions with class teachers and teams. SLT meetings. Liaison with TFG.</p> | <p>SLT</p> | <p>Half termly to link with clubs during school holidays.</p> |

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| | | PP children lack extra opportunities and need to be offered different activities to also support their external barrier. | | | |
| | <p>Financial Support offered to parents of pupils eligible for Pupil Premium (to support trips and residential visits).</p> <p>Guidance provided for PP parents for grants to support with the costs of residential visits.</p> <p>Tickets allocated for foodbank provision for most vulnerable families / support from local Church food cupboard.</p> | <p>Financial restraint should not prevent any child from accessing trips and visits throughout the school.</p> <p>To ensure equality of opportunity for all children.</p> <p>To ensure inclusivity, raising aspirations and enriching children's learning experiences.</p> | <p>Monitoring attendance on school trips and visits – targeting PP children as needed.</p> <p>Impact measured through individual case studies.</p> <p>Liaison with local church, food cupboard and local charities to support our PP children.</p> | <p>HT</p> <p>AHTs</p> <p>EVC</p> <p>PP lead</p> | Termly |
| B. Increased home support, leading to greater parental engagement. | <p>New MHWB team work alongside SLT and class teachers to support the most vulnerable children and their needs.</p> <p>Parents needing access to different levels of support and guidance.</p> <p>Effective partnerships with school nursing team and other outside agencies to support a growing number of families within the school.</p> <p>School works closely with St. Laurence Church and the Winslow Food Bank to support many families.</p> | <p>On-going external difficulties arising post-lockdown / school closure impacting on children's learning.</p> | <p>COVID register to log areas of concern, linked to subsequent actions.</p> <p>Liaison between MHWB team, PP lead, AHTs, HT and Class teachers, where needed</p> | <p>HT</p> <p>AHTs</p> <p>MHWB team</p> <p>PP lead</p> | Half termly |
| | <p>Parents offered support through Workshops on Reading, Maths, Phonics and GPAS - due to COVID restrictions these are to be made available online</p> | <p>Ensuring the gap is closed further between PP children and non PP children.</p> | <p>PP parents are kept well informed of latest curriculum developments and how to support their children.</p> | <p>English leads</p> <p>Maths leads</p> <p>HT</p> <p>AHTs</p> | Summer 2021 |
| C. Social emotional and mental needs of PP pupils are met resulting in a | <p>Pastoral Mentor to run weekly nurture groups and Young Carers*</p> <p>*subject to current COVID restrictions.</p> | <p>Children's emotional and social barriers are having a negative impact on their attitude to learning.</p> | <p>Updates when appropriate due to confidentiality.</p> <p>Monitoring of nurture group provision.</p> | <p>HT</p> <p>AHTs</p> <p>MHWB team</p> <p>PP lead</p> | Half termly |

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|---|--|---|--|---|------------------|
| more positive attitude to learning | Pastoral Mentor to ensure that PP children are in the right place to engage in their learning and to carry out interventions where needed. | PP parents requiring support and mentoring. | Parents and children feel more supported. Targeted children have increased self-confidence. | | |
| | Embed role of Transition Mentor - Enhanced transition support for PP / vulnerable children. Extra visits / meetings to secondary schools, accompanied by mentor* *subject to current COVID restrictions. 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 2021 to ensure pupils are settling well. | PP lead Transition lead Y6 staff | Summer term 2021 |
| D. Increased attendance and punctuality rates for pupils eligible for PP. | Continued focus on improving punctuality and attendance of PP children. Monthly SEN and PP lead meeting to discuss attendance and follow up actions in classrooms. Regular catch up / support given to the most vulnerable families. Places offered in drop-off club to aid punctuality and support attendance. | Ensuring the gap is closed further between PP children and national attendance data. | Attendance data for all PP children. | PP lead SEN lead HT AHTs Class teachers Safeguarding leads | Monthly |
| Total budgeted cost for this section | | | | £58,000 | |

iii. Other approaches

| Desired Outcome | Chosen action / approach | Evidence approach / what is the evidence and rationale for this choice? | Success criteria – How will you ensure it is implemented? | Monitoring and evaluation – Staff lead | Review date |
|--|---|--|---|--|-------------|
| B. Increased home support, leading to greater parental engagement. | Embedded use of Class Dojo as a communication platform. | Used effectively during lockdown to communicate with our parents and support pupils' home learning (almost 100% uptake). | Full uptake in all classes and a regular two-way communication established. Staff training / CPD | Remote learning lead HT AHTs | Half termly |

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| | <p>DfE funded online remote learning platform (MS Teams).</p> <p>School website year group pages updated to include home-learning offer for immediate use in isolation.</p> <p>Children now have home access to Accelerated Reader and Junior Librarian at home.</p> | <p>Streamlined approach to ensure a more manageable system of remote learning.</p> <p>Home learning mirrors children's learning in school, ensuring children who are isolating do not suffer.</p> <p>Children can build on their reading progress and have access to the same resources in school.</p> | <p>Team meetings</p> <p>Staff training</p> | | |
| Total budgeted cost for this section | | | | | £1,000 |
| Total overall cost | | | | | £109,000 |

6. Review of expenditure in previous year - Academic year 2019/20

Funding received: 2019/20 7months of £92,022 + 2020/21 5 months of £97,980 = £95,404

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | Impact | Evaluation | Cost |
|--|---|--|--|-------------|
| A. PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics. | All staff focused on PP children and accountable for their progress and attainment. | Up to March 2019, we embedded PP accountability into our termly pupil progress meetings and data analysis. During lockdown and the period of school closure (throughout term time and during holidays), staff focused on the PP children: making regular contact (phone calls, distributing resources, allocation of laptops and allocating school places for the most vulnerable children) | We are continuing with this same approach for our PP children this year; this will also include mental health and well-being work to support both our PP children and their families. Through our introduction of our new covid register, we are able to therefore build a much clearer, all-round, picture of the PP children's needs and barriers, thereby supporting children's progress, attainment and overall well-being. | £6000 |
| | Continuing to embed the teaching of mixed ability maths sets across school. | Whole school maths school development work took place between September 2019 and March 2020. This involved staff training and trialling new initiatives within class. Some of the work planned for March – July 2019 had to be postponed to this year. Staff also accessed White Rose Hub maths training modules during the school closure. | We are continuing with our mastery maths work and links with the Enigma Hub. Staff training s on-going throughout 2020/2021. | £0 |
| | Continuing with the Accelerated Reader programme – supporting PP children with their reading progress and attainment. | Between September 2019 and March 2019 we made good progress with the Accelerated Reader programme. Staff are becoming more skilled at using the analysis tools to support their teacher judgements and assessment information. This also enabled teachers to include this information in the January 2020 interim reports. We also used this information to reflect on children's targets and this was then celebrating during monthly KS2 collective worship, where we had a reading focus. During lockdown 1/school closure period, children had access to Accelerated Reader at home, enabling them to quiz on books they had read and to progress towards their targets. | We are continuing with the Accelerated Reader programme for 2020/2021. This is to be funded through 'Catch-up' funding. As part of the long term whole school reading development plan, we aim to further embed our use of this programme and to better utilise the analysis tools to support the children's next steps for reading. (£3000 + £2508 staff) We are continuing to celebrate children's reading progress and achievement this year. We are using regular recorded, 'reading themed' collective worship, led by our English Lead, Librarian and newly appointed Y6 Reading Ambassadors. We have purchased new reading scheme books (Collins' Big Cat) linking to our phonics scheme (Letters and Sounds). These new books also | £5508 |

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| | | | link to corresponding Accelerated Reader quizzes. (funded by FOWS and Getaway Foundation) | |
| B.For children to have an increased vocabulary to support communication. | New vocabulary focus across the school. Staff training focus – spring term. | We made good progress with this objective up to March 2020. This involved elements of whole school staff training. We also invested in Vocabulary Ninja materials (year group specific non-fiction comprehension books and word of the day resources). Some of this work continued during the lockdown 1/school closure period. Year group began to embed weekly vocabulary / word of the day vocabulary into their online learning work. Staff also accessed some free CPD online training from the Training Space (Jane Considine), focusing on writing and reading development. Our English Lead also undertook a 4 week development of vocabulary online course. | This objective continues to be a significant part of our 2020/2021 strategy. Children's reading and vocabulary appears to have suffered as a result of the school closure period. We are now addressing these gaps and embedding daily, 'catch-up' work to run alongside our year group planning. This also forms a key part of our writing and reading whole school development work. We have now purchased materials from The Training Space (Jane Considine) to support the development of vocabulary and also new Vocabulary Ninja resources to support the EYFS phase. (£88+£155+£138+£122+£21) | £524 |
| C.Social and emotional and mental needs of PP pupils are met, resulting in a more positive attitude to learning. D.Increased attendance and punctuality rates for pupils eligible for PP. | New focus group for SEN and PP children. Monthly attendance report | Between September 2019 and March 2020, the SEN lead and the PP lead met regularly to discuss this specific group (linking to their overall PP maps) and also to flag up potential attendance issues. This was an effective approach and enabling us to highlight specific children and issues to then address. This also then linked to our on-going PP/SEN work during lockdown 1/school closure period. This involved online 1:1 lessons for some of our most vulnerable children in maths from May until the end of July. | We will continue with this approach during 2020/2021, focusing on this specific SEN/PP group. Attendance focus still remains a key priority and also links to our on-going covid register work. | £900 |
| TOTAL | | | | £6,032.00 |
| ii. Other initiatives in place | | | | |
| Desired outcome | Chosen action / approach | Impact | Evaluation | Cost |
| A.PP children in KS1 and KS2 achieve in line with national non PP children in | Pupil Premium Manager to: <ul style="list-style-type: none"> Work alongside the Head to strategically deliver the pupil premium offer. | Between September 2019 and March 2020, we made very good progress with this chosen approach: keeping up-to-date with national guidance and reflecting on our provision whilst | This chosen approach now continues throughout 2020/2021. This is crucial for our school return and as we learn to operate with our covid restrictions and implications. The creation of our | £7237 |

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| reading, writing and mathematics. | <ul style="list-style-type: none"> Identify and analyse current patterns of vulnerability. 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. Analyse the impact of PP funding in all areas. PP lead to work closely with SENDCO to focus PP/SEN cohort. | also continuing to address children's external and internal barriers. Throughout school closure / lockdown 1, we have worked hard to support our most vulnerable PP children and to support their families. We successfully applied for a 'Getaway Grant' to support our PP children with reading books and basic school and PE equipment. We also had an allocation of 6 laptops for some of our PP children. | Mental Health and Well-being team helps to strengthen our PP team and this chosen approach. | |
| | Pupil Progress meetings continue to have a sharper focus on progress and attainment of PP children. | This was a key part of our monitoring and evaluation programme from September 2019 to March 2020. Unfortunately this was then changed due to lockdown 1 / school closure. | Throughout 2019/2020, we will continue to have a sharp focus on our PP cohort in terms of their progress and attainment. | £0 |
| | PP vision with classroom checklist to ensure continuity across the school and accountability for staff. | This formed a key part of our recently updated PP policy and staff used this to support their provision for this group. | Continues to be a key document for 2020/2021. | £0 |
| | Continuing to embed our IPEELL approach from Y2-Y6. | Between September 2019 and March 2020, we continued with our IPEELL journey and used staff CPD sessions to further develop their skills. This involved a focus on planning using IPEELL and non-fiction writing. Despite the lockdown and the effects on children's independent writing, we were still pleased with the children's overall progress in writing and the impact on their independent writing. | Throughout 2020/2021, we are still embedding our use of IPEELL and our children are becoming more skilled at using this structure to support their writing. With the lockdown impact on reading and the children's use of vocabulary (especially for the PP group), we are linking this to our overall reading and writing school development work. (KE time) | £156 |
| | Continuing to embed Book Talk training to support whole class guided reading. FOWS support – purchasing class sets of reading books. | Book Talk took place between September 2019 and March 2020 in Key Stage 1 and 2. Children are becoming more confident to use the Reading Rainbow to support their reading discussions. FOWS funded new wordless books for FS2 – July 2020. During lockdown, many staff accessed free online CPD through The Training Space (Jane Considine). This focused on Book Talk. | We will continue to further embed our use of Book Talk throughout 2019/2020. We have purchased new interactive reading rainbows for KS1 and KS2 to support Book Talk sessions. | £150 £250 |
| TOTAL | | | | £7,793.00 |

| iii. Targeted support | | | | |
|---|---|--|--|---------|
| Desired outcome | Chosen action / approach | Impact | Evaluation | Cost |
| A.PP children in KS1 and KS2 achieve in line with national non PP children in reading, writing and mathematics. | Staff training in Otrack assessment reports. Improved tracking grids to identify those pupils who are achieving lower than expected progress. | Between September 2019 and March 2020, staff were given training in Otrack to support on-going assessments. Year groups were also given the responsibility to use the tracking grids to identify underperformance and therefore to impact on future planning and provision. Senior staff liaised with Otrack to obtain specific reports to analyse the performance of our PP children. | This tracking and use of reports in Otrack now continues throughout 2020/2021. | £330 |
| | Y6 booster sessions in maths and reading by AHT/Maths lead | Due to lockdown and school closure we were not able to carry out our annual booster sessions. Instead, Year 6 children were supported upon their return to school in June. We continued with their normal maths and English curriculum to prepare them with their transition to secondary school. | On-going, 'closing the gap' work will continue throughout 2020/2021. We are using the catch-up funding to support our pupils (including our PP children). We will carry out Y6 specific booster sessions during the Spring / summer term (in preparation for SATs) and hope to be able to start these much earlier than in previous years. (2 term's cost) | £717 |
| | Updating main barriers grid for PP children. | A barrier grid highlighting each of the PP child's external and internal barriers was created for 2019/20, however the support within school was limited during the lockdown period. This therefore became much wider support; working with families to support their needs. | We will continue with this for 2020/2021. This year, we will also link this document to our overall covid register to indicate where children / families are needed extra support. | |
| | Targeted interventions led by LSAs in each year group to support accelerated progress. Precision monitoring extended into Y5. Daily reading to support new Accelerated Reader package. Same day interventions. Extra phonics groups to support appropriate differentiation. | Between September 2019 and March 2020, each year group set up an interventions grid, outlining the level of support for our PP children. Unfortunately, this was not possible to carry on during the lockdown period. However, we were still able to offer children the use of our Accelerated Reader programme to progress with their reading during the lockdown period. | These objectives will continue into 2020/2021. Targeted support for our PP children will be aimed at meeting their needs and closing the gap due to lockdown / school closure. Our new reading books (Collins Big Cat) will also support with the reading interventions for this group of children. Year 3 will also be a focus group with their phonics (monitoring those children who didn't get their phonics screening check in Y1). (2 term's cost) | £64,101 |

| | | | | TOTAL | £65,148 |
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| iv. Other approaches: New | | | | | |
| Desired outcome | Chosen action / approach | Impact | Evaluation | Cost | |
| A.Side by Side Liaison project into Reading with disadvantaged pupils. | School based improvement project Sharing good practice High quality CPD | Due to school closure / lockdown, this project did not go ahead. | Going forwards, we have incorporated focus reading work with our PP children as part of our long term English plan. | | |
| B.Increased home support, leading to greater parental engagement. | Pupil Premium Mentor Scheme School Food Bank Community Café Parent workshops | Between September 2019 and March 2020, we continued to embed our Pupil Premium mentor scheme and this effectively supported children in both key stages. This then had to change during lockdown. Support was then given in other ways to these children: weekly phone calls, remote learning support, resources distributed, communication via Class Dojo, places in school for the most vulnerable children. We set up our School Food bank and this supported many of our local families. During lockdown, many of our PP families were supported with the Winslow Food Cupboard and also benefited from food vouchers and free school meal packages. We managed to hold a community café with our local, elderly residents before March 2019. We have now had to put this on hold due to covid restrictions. At the start of the spring term, we held an IPEELL parent workshop and time in classrooms. This was well received by parents. | This year, we are supporting our parents / carers throughout covid. Our newly created, Mental Health and Well-being team are supporting our vulnerable children and their parents. In the spring / summer term 2020/21, we are planning to record some online presentations / workshops for parents to access regarding Reading, Maths and Phonics. | | |
| C.Social and emotional needs of PP pupils are met in a more positive attitude to learning. | Anti-bullying week 2019 Behaviour Squad Behaviour Forum for parents | We held our own anti-bullying week in November 2019 to raise an awareness of bullying. We also established a behaviour squad and parent form. Unfortunately, this was then unable to continue from March 2020. | We have already had this year's, 'Anti-bullying' week and 'Odd Socks' day and embedded activities into our week. | | |
| | Allocation of free places for PP children to school clubs and holiday clubs. | During each half term holiday, we offered funded places to our holiday clubs for selected PP children. From the onset of lockdown, we supported our most vulnerable children with school places in the key worker bubble. We also provided free | These funded places (through TFG) have now continued into each of the holidays for 2020/2021. (£100 clubs + rent reduction TFG summer clubs £340) | £440 | |

| | | places for them to carry on attending school during the Easter and Spring bank holiday. During the summer holiday, we were able to offer some funded week's passes to the TFG summer club. | | |
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| TOTAL | | | | £ 440.00 |
| v. Initiatives in place previously and to continue | | | | |
| Desired outcome | Chosen action / approach | Impact | Evaluation | Cost |
| | Financial support offered to PP parents (to support trips and residential visits). Guidance for parents for grants to support with the costs. Tickets allocated for foodbank provision. | We encourage all parents to come and speak to us if they are finding it difficult to meet the cost of trips. During the autumn term 2019, we secured some grants to help PP parents with the cost towards the Y4 and Y6 residential. Unfortunately, due to covid, these trips did not take place and the grant donations were repaid. Foodbank provision as outlined above. | Due to covid restrictions, all trips have been postponed for at least the autumn term. | |
| | Homework clubs (targeting PP children) | Between September 2019 and March 2020 our lunchtime homework clubs were really supportive for our PP children and their families. Throughout lockdown, staff supported children with their home learning. | Moving into 2020/2021, our homework support will be met on an individual basis. Most of our homework tasks are delivered electronically, using Purple Mash, Mymaths, Times Tables Rockstars and Accelerated Reader. | £7951 |
| | Pastoral Mentor running weekly nurture groups. | Between September 2019 and March 2020, our Pastoral Mentor ran several weekly group sessions and these were very effective in supporting children's needs. | As mentioned above, our Mental Health and Well-being team have taken on this wider role through school, supporting children and families as the needs arise. | £1140 |
| TOTAL | | | | £9091 |
| TOTAL OVERALL COST | | | | £95,404 |

K. Epps (November 2020)