

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	The Federation of Winklebury Infant and Junior Schools				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	Infants-44,308 Juniors 86,376	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	Infants Juniors	<b>Number of pupils eligible for PP</b>	Infants 39 Juniors 74	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
	<i>KS1</i>	<i>KS2</i>	<i>KS1</i>	<i>KS2</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>46.7%</b>	<b>57.9%</b>	65%	64.8%
<b>% making expected progress in reading (as measured in the school)</b>	<b>60%</b>	<b>57.9%</b>	75%	73%
<b>% making expected progress in writing (as measured in the school)</b>	<b>53.3%</b>	<b>68.4%</b>	69.3%	78.4%
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>66.7%</b>	<b>68.4%</b>	75.7%	78.6%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Family circumstances, ability to finance events etc
<b>B.</b>	Low level language skills, poor vocabulary on entry that remains a challenge throughout the federation
<b>C.</b>	Emotional well-being due to family circumstances and events

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>D.</b>	Family circumstances, involvements of outside agencies	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Increased parental involvement with school	Attendance rates increase, more parental engagement with their child's learning
<b>B.</b>	Children able to access events, clubs etc without financial worry	More children participating in clubs, more trips available to all
<b>C.</b>	Children able to discuss their feelings, worries etc with a trusted adult	Children are more settled in school and are more able to access their learning
<b>D.</b>	Increased academic achievement for all pupil premium children	The gap between pupil premium and non pupil premium is narrowed across the federation

<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide additional adults to support the teaching and learning for year 6 pupils	Year 6 data is at least in line with national averages	We were above national average for all areas except Reading where we were in line with.	More targeted support needed for PP children, we will continue with this next year.	23,532

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To provide booster groups for year 6 maths and year 2 maths and reading	Year 2 and 6 data is at least in line with national averages	In year 6 were above national average for all areas except Reading where we were in line with.  In year 2 we were above national average in all areas.	More targeted support needed for PP children, we will continue with this next year.	5200
To provide training and support for subject leaders and class teachers in closing the gap for PP children X 10 days support.	Maths and English leads to work with HIAS and class teachers to have support with lesson delivery	We were above national average for all areas except Reading where we were in line with.	More targeted support needed for PP children, we will continue with this next year.	6400

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
ELSA -Individual support for children identified as needing emotional support including young carers, social skills, anger management and bereavement.	Children's emotional well being enables them to access learning and make expected progress	<p>Highest number of children across the Federation received ELSA support this year and it has formed part of many CP and CIN plans.</p> <p>Class teachers report that children are more engaged with their learning as they have the opportunity to discuss their thoughts and feelings with a trusted adult.</p> <p>Any issues can be identified quickly and appropriate action taken.</p>	<p>More work to do be done on the number of PP children receiving this.</p> <p>Will continue next year</p>	14,293
Woodlands- Small group support 2 afternoons a week focussed on developing social skills and individual emotional well-being.	Children's emotional well being enables them to access learning and make expected progress	Class teachers and Boxall profile show that Woodlands has had a positive impact on the learning behaviours of the children targeted.	<p>More work to do be done on the number of PP children receiving this.</p> <p>Due to staff leaving will not continue in it's current form next year.</p>	3375

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
For the academic year 2018 – 2019, 1:1 LSA support was provided for 1 child in the juniors and 1 child in the infants with significant emotional and behavioural needs. Plus additional support for PP pupils at lunchtime	Both children to be able to access the curriculum more successfully due to having the 1:1 support	Both children were able to access the curriculum more successfully and in the infants the number of behaviour incidents and violent incidences reduced significantly.  Both children made expected progress.	This will continue until EHCP are through for both children.	28,283
Individual and small group support aimed at children needing to 'keep up' in order to meet Age Related Expectations.	Identified children to make at least expected progress and move towards meeting ARE.	The gap between PP children is still too wide in year groups 1-6, the way this is delivered needs reviewing.	More control by the SENCO over which children gain from this and targeted support for PP children to be put in place.	26,014

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>The PSA to provide tailored support for individual families both at home and in school.</p> <p>*Variety of parental workshops including: -anti-bullying, -starting school, -Triple P, -play and learn.</p>	<p>Families are increasingly confident to engage with school and support their children's learning.</p> <p>*Improved attendance and punctuality.</p> <p>*Improved pupil outcomes.</p>	<p>Attendance levels and punctuality have increased across the federation.</p> <p>The PSA is supporting a number of families at different levels of support.</p> <p>Families are signposted to workshops and training as required.</p>	<p>More families are engaging and attendance has improved and is above national average in both schools.</p> <p>We need to look at providing more workshops on site next year.</p>	16,000
<p>Subsidy for off site activities and visitors to school. Plus staffing cost to take PP children to specific events.</p>	<p>Pupil premium children have a reduced cost so all children can benefit from enriched opportunities including residential in years 4 and 6</p>	<p>All trips went ahead and no child was excluded.</p> <p>PP children in year 4 and 6 were able to attend the residential due to a large subsidy being made.</p>	<p>Ensure all PP families are aware of the discount available for residential to ensure maximum participation.</p>	3062

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
50% subsidy for 1 enrichment club.	Children have the opportunity to attend after school clubs at a reduced cost to their families	Increased availability of clubs this year and more children then ever taking part.	Ensure all PP families are aware of the discount available for clubs to ensure maximum participation.	693
Free milk for PP children	All PP children have the opportunity to sign up for free milk to ensure they are receiving nutrition	Children are receiving something nutritious and are ready to learn.	Ensure all PP families are aware of the availability of milk to ensure maximum participation.	581

**6. Planned expenditure****Academic year****2019-2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To provide additional adults to support the teaching and learning for year 6 pupils	To be at least in line with national expectations in all areas and combined	It has worked effectively this year and has a major impact on the achievements of targeted individuals.	Termly reviews Data drops	SM	Termly
To provide booster groups for year 6 maths and year 2 maths and reading	To be at least in line with national expectations in all areas and combined	It has worked effectively this year and has a major impact on the achievements of targeted individuals.	Termly reviews Data drops	SM	Termly
<b>Total budgeted cost</b>					35,132

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
ELSA -Individual support for children identified as needing emotional support including young carers, social skills, anger management and bereavement	For children to be able to have a trusted adult to talk to so that they are able to focus and access their learning within their classrooms.	We have a high need for this area and evidence this year has shown the impact it has on individuals' well-being and achievements.	Half termly reviews overseen by SENCo	HW	Half termly
1:1 support for those individuals not yet in receipt of an EHCP.	For those children to continue to be able to access their learning and have a trusted adult to support them. Continued low number of violent incidents.	As shown above this has had a major impact on individuals this academic year and the support has led to progress and reduced number of violent incidents.	Half termly reviews overseen by SENCo	HW	Half termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Small group support aimed at children needing to 'keep up' in order to meet Age Related Expectations.	For identified individuals to have support to close the gap and meet age related expectations.	More control is needed over who has access to this support to ensure appropriate progress is made and the gap between PP and non PP is narrowed.	Half termly reviews overseen by SENCo	HW	Half termly
<b>Total budgeted cost</b>					71,965
<b>iii. Other approaches</b>					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The PSA to provide tailored support for individual families both at home and in school.	More families to receive the support they need and children to receive support in school from social groups and work on shield.	Has had a major impact this year with increased numbers of families requiring support from external agencies. The PSA is a great link between these services for families and is often the lead professional on TAFs.	Half termly reviews overseen by SM	SM	Half termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Subsidy for off-site activities and visitors to school.	More children have the opportunity to partake in residential and trips go ahead as the PP budget subsidises them.	All trips were able to go ahead last year as this budget subsidised them. More families are not paying so if we did not do this trips would not go ahead.	Review after each trip	HWood SM	Termly
50% subsidy for 1 enrichment club.	More children have the opportunity to take part in extra-curricular activities that they would not normally have the opportunity to do so.	More children are taking part in a wider range of clubs and are experiencing things they would not normally get to do.	Review each term	HWood SM	Termly
<b>Total budgeted cost</b>					<b>20,900</b>

