

Pupil premium strategy statement (primary)

1. Summary information					
School	Wintringham Primary Academy				
Academic Year	2020/2021	Total PP budget	£12,105	Date of most recent PP Review	n/a
Total number of pupils	26	Number of pupils eligible for PP	9	Date for next internal review of this strategy	September 2021

2. Attainment July 2020 (based on EYFS)				
	% PP Wintringham	% PP (w/o SEND) Wintringham	% not eligible for PP Wintringham	% national PP
% achieving GLD	0% (3 children)	0% (1 child)	80% (5 children)	n/a

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Focus and readiness to learn
B.	Poor language skills
C.	Slow progress, leading to lower attainment, across Reading, Writing and Maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of parental support and aspiration
E.	Mental health and general wellbeing
F.	Lack of life experiences

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children to develop their language skills	Attainment and progress in Reading, Writing and Phonics is the same for children eligible for pupil premium funding and their peers.
B.	Children to progress as well as their peers across Reading, Writing and Maths	Rates of progress for children eligible for pupil premium funding will be as good as their peers in Reading, Writing and Maths.
C.	Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn with good general wellbeing and mental health.

D.	Children to access a range of life experiences	The school curriculum is rich, offering a range of experiences and school trips uptake is the same for children eligible for pupil premium funding and their peers.
E.	Parents to engage with the school and their children's learning	Children eligible for pupil premium funding will access the same provision as their peers and parents are supported through engagement with the school.

5 Planned expenditure

Academic year	2020/2021
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to develop their language skills	<ol style="list-style-type: none"> 1. Small group phonics in EYFS, Year 1 and Year 2. 2. 'Whole Sentence School' ethos adopted 3. Sentence stems used across the curriculum to support children with articulating language. 4. Vocabulary focus, based around Vocabulary Ninja and words of the week. 5. Use of NumBots 6. Use of Spelling Shed and Maths Shed 	<ol style="list-style-type: none"> 1. More, smaller groups allow for specific phonic phases to be taught in relation to children's specific needs. 2. Children being able to speak fluently and correctly is pivotal to articulating their thinking and presenting both orally and in their writing. 3. Children are supported in organising their ideas so that they can focus on the content and, in time, being able to articulate these for themselves. This also helps children to learn the different ways in which points can be put across and highlights the difference between formal and informal registers. 4. It is important to focus on increasing the language skills of our children. The Hart/Risley study showed that children from families with a low-income are exposed to 30 million fewer words than their peers from families with higher incomes by the age of 3. 5. Used as a homework platform and within lessons, NumBots is believed to build up children's fluency in Maths. 6. Used within lessons and as a platform for homework, it allows for teachers to set learning based around specific rules that link to children's needs and that are in line with what is being taught in school. 	<ol style="list-style-type: none"> 1. Monitoring of lessons alongside outcomes from the phonics screening and children's progress in spelling and reading. 2. Oracy Lead will monitor the use of oracy strategies introduced across the school and SLT and teaching staff will monitor and analyse the impact on other curriculum subjects (particularly, writing). 3. SLT will monitor the use of oracy strategies introduced across the school. 4. This will be inputted by the Oracy Lead and monitored by her and the SLT. 5. This will be monitored by the teaching staff and overseen by the Maths Lead. 6. This will be monitored by the teaching staff and overseen by the English and Maths Leads. 	<ol style="list-style-type: none"> 1. EYFS/KS1 staff and SLT 2. SLT and teaching staff 3. English Leads and all teaching staff 4. English Leads and all teaching staff 5. Maths Lead 6. SLT and English Leads 	<ol style="list-style-type: none"> 1. Termly 2. Termly 3. Termly 4. Termly 5. Annually 6. Annually
Children to progress as well as their peers across Reading, Writing and Maths	<ol style="list-style-type: none"> 1. Mastery Maths specialist leading Mastery Maths initiative across the school. 2. Regular monitoring and analysis of children's progress and gaps in learning- at child, class, year group and whole school level. 	<ol style="list-style-type: none"> 1. Research shows that the mastery approach to the teaching of Maths is beneficial to children's learning at all levels. EEF states 'There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.' 2. Accountability of staff will better ensure that children's gaps are targeted and taught to. More specific tracking will allow gaps to be identified at a much more specific level and, therefore, will be easier to target. FFT research 	<ol style="list-style-type: none"> 1. Maths Leads will provide training for all staff and will monitor the implementation and use of the approach alongside the SLT with teachers also feeding back on its effectiveness. 2. Teachers will monitor the children's progress at an individual level whilst SLT will monitor it on a class and school level. 	<ol style="list-style-type: none"> 1. Maths Leads and SLT 2. SLT and teaching staff 3. SLT and teaching staff 4. English Leads and teaching staff 5. Trust Central Services and HT. 	<ol style="list-style-type: none"> 1. Termly 2. Termly 3. Termly 4. Termly 5. Termly 6. Termly

	<ol style="list-style-type: none"> 3. Pupil progress meetings used to target specifics of children's progress and learning. 4. New targeted approach to the teaching of reading and writing in English lessons. 5. Effective practice is shared between the schools across the Trust. 	<p>shows that one of the most effective strategies for pupils is high quality teacher input.</p> <ol style="list-style-type: none"> 3. An updated proforma and structure to pupil progress meetings will allow for more in-depth analysis of specific gaps in children's learning, allowing these to be targeted more specifically. 4. Based on research- including the visiting of other schools and outside courses- and trials done by DHT, AHT and in certain year groups, the new approaches are an adapted amalgamation of several different approaches that have been effective in the moving forward of children's learning. 5. The EEF's Attainment Gap Report, it is stated that 'Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.' 	<ol style="list-style-type: none"> 3. SLT will evaluate and review with progress meeting strategy and monitor the implementation of the agreed steps alongside feedback from teaching staff. 4. Training and upskilling of teachers based on the utilisation of new approaches to the teaching of both reading and writing. These will also be fed back on by teaching staff and monitored by the SLT for both implementation and impact. 5. Organisation of PDMs and network meetings by the Trust Central Services in collaboration with HTs. 		
Children to have good mental health and general wellbeing, ready to learn	<ol style="list-style-type: none"> 1. Jigsaw PSHE scheme purchased and rolled out across the school. 	<ol style="list-style-type: none"> 1. The new scheme is researched, covering the intended areas of the broad curriculum as well as highlighting the importance of wellbeing. 	<ol style="list-style-type: none"> 1. PSHE Leads provide training on the new scheme and monitor its implementation and impact across the school. 	<ol style="list-style-type: none"> 1. PSHE Leads and teaching staff 	<ol style="list-style-type: none"> 1. Annually
Parents to engage with the school and their children's learning	<ol style="list-style-type: none"> 1. EYFS parental workshops: Maths, English, Phonics and Handwriting. 2. Attendance of children is monitored. 	<ol style="list-style-type: none"> 1. Feedback on previous workshops have been positive and providing parents with a deeper understanding on the curriculum and their children's learning allows them to help their children to progress and support their learning. 2. It is important for children to attend school in order to develop socially and educationally. 	<ol style="list-style-type: none"> 1. SLT to evaluate the workshops, including the parents who attend and the impact that it has on them. Parents will also be encouraged to feedback. 2. Attendance is monitored and acted upon by the Trust EWO. 	<ol style="list-style-type: none"> 1. EYFS Lead 2. Trust EWO and Inclusion Manager 	<ol style="list-style-type: none"> 1. Termly 2. Ongoing

Children to access a range of life experiences	<ol style="list-style-type: none"> Outdoor learning embedded in the curriculum. Curriculum trips used to provide children with a range of experiences in different places. 	<ol style="list-style-type: none"> Outdoor learning allows children to explore and understand the natural world around them, providing them with the opportunity to work with the natural, outdoor world. A study by Davdand, P et al (2015) found 'an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools.' The range of trips allows children to experience a range of different places and activities that are different from the immediate local. Children can then draw on these experiences and are more aware of the wider national community around them. With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.' 	<ol style="list-style-type: none"> Training and monitoring of outdoor learning provision is implemented. A range of trips are organised and these are referenced through the school and curriculum. 	<ol style="list-style-type: none"> SLT and teaching staff SLT and teaching staff 	<ol style="list-style-type: none"> Termly Termly
Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to develop their language skills	<ol style="list-style-type: none"> Adult trained and released to deliver NELI. 	<ol style="list-style-type: none"> NELI is specifically designed to improve spoken language of Reception aged children which is key to their future language development. EEF report that 'studies of oral language interventions consistently show positive impact on learning.' They also report that 'All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.' 	<ol style="list-style-type: none"> NELI trained staff and teaching staff to monitor the impact and to work closely alongside the NELI providers in the implementation. 	<ol style="list-style-type: none"> SLT, teaching staff and NELI trained staff 	<ol style="list-style-type: none"> Termly

<p>Children to progress as well as their peers across Reading, Writing and Maths</p>	<ol style="list-style-type: none"> 1. Reading Gladiators 2. Targeted analysis and monitoring of children's specific gaps and planned intervention/teaching of specific needs. 3. 1:1 reading 	<ol style="list-style-type: none"> 1. The EEF's Pupil Premium Guidance states that 'tackling disadvantage is not only about supporting low attainers.' Case studies from Reading Gladiator schools have found that it 'creates reading advocates within a school who go on to inspire other children to become aspirational readers. Peer influence and the impact on a culture of reading has been observed within many of our Reading Gladiators™ schools.' 2. EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.' Dixons Kings Academy reported through the EEF in their Pupil Premium Guidance that their effective small groups are 'not on disadvantaged students as a cohort; it is on a specific gap. It's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium.' 3. 1:1 reading allows for children to be heard reading by an adult regularly and, therefore, be questioned and challenged on an individual basis. EEF state 'evidence indicates that one to one tuition can be effective.' 	<ol style="list-style-type: none"> 1. English Leads to identify and run sessions in collaboration with teaching staff. 2. SLT to lead pupil progress meetings based around specific children's specific gaps in learning through discussion with teaching staff. 3. Teaching staff to organise based on the outcomes of pupil progress meetings. 	<ol style="list-style-type: none"> 1. English Leads and teaching staff 2. SLT and teaching staff 3. SLT and teaching staff 	<ol style="list-style-type: none"> 1. ½ Termly 2. ½ Termly 3. ½ Termly
<p>Children to have good mental health and general wellbeing, ready to learn</p>	<ol style="list-style-type: none"> 1. Inclusion Manager employed. 	<ol style="list-style-type: none"> 1. The employment of an Inclusion Manager allows for certain pastoral matters to be dealt with by the same individual who can dedicate their time to this area, maximising the sense of well-being, self-esteem and belonging of the most challenging and vulnerable students in your school. 	<ol style="list-style-type: none"> 1. Regular meetings between Inclusion Manager and SLT/HT. 	<ol style="list-style-type: none"> 1. SLT 	<ol style="list-style-type: none"> 1. Ongoing
<p>Parents to engage with the school and their children's learning</p>	<ol style="list-style-type: none"> 1. Inclusion Manager in regular contact with specific parents. 2. Specific SEND parents' evening run. 	<ol style="list-style-type: none"> 1. EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. 2. Dedicated time for dialogue with parents of SEND children allows for a stronger and more transparent 	<ol style="list-style-type: none"> 1. The Inclusion Manager will have an overview of identified families and be in regular communication with class-based staff and the SLT. 2. SENDCo to organise and co-ordinate alongside teaching staff 	<ol style="list-style-type: none"> 1. Inclusion Manager 2. SENDCo 	<ol style="list-style-type: none"> 1. Ongoing 2. Twice yearly

		relationship between home and school, meaning that barriers can be identified and overcome in partnership due to increased levels of understanding between both parties.	and supported by the SLT.		
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to have good mental health and general wellbeing, ready to learn	<ol style="list-style-type: none"> Free school meals provided for children. Emergency breakfast provision available for children. Water bottles provided for children. PE kit and emergency uniform, including shoes and trainers, available for children. 	<ol style="list-style-type: none"> It is of vital importance that children are provided with a nutritious diet. Pupils attending breakfast club eat well and are in school on time. Pupils attending breakfast club, start the day well and are ready to learn. The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.' It is of vital importance that children are hydrated. Assisting with uniform helps children to feel pride in their appearance and can increase self-esteem. 	<ol style="list-style-type: none"> Inclusion Manager and administration team to oversee. This is monitored by the Inclusion Manager and dealt with day-to-day by the teaching and support staff with each individual child's class. Teaching staff ensure that children within their class have access to a water bottle during the day. Uniform to be monitored by class-based staff and overseen by the Inclusion Manager. 	<ol style="list-style-type: none"> Inclusion Manager/Office Team Inclusion Manager/Office Team Inclusion Manager and teaching staff SLT and teaching staff 	<ol style="list-style-type: none"> Ongoing Ongoing Annually Annually
Parents to engage with the school and their children's learning	<ol style="list-style-type: none"> After school provision is available when required. 	<ol style="list-style-type: none"> In an instance in which children are unable to go straight home, provision is available to those that may require it, providing a safe place for children to be and offering support to parents when required. 	<ol style="list-style-type: none"> The appropriate use of this facility is monitored by the Inclusion Manager. 	<ol style="list-style-type: none"> Inclusion Manager/Office Team 	<ol style="list-style-type: none"> Ongoing
Children to access a range of life experiences	<ol style="list-style-type: none"> Financial support for trips and clubs (subsidised). 	<ol style="list-style-type: none"> All children benefit from extra curricula activities and there are often wider benefits in terms of attendance, behaviour and peer relationships. By 	<ol style="list-style-type: none"> HT and Inclusion Manager are in contact with families who may struggle financially to 	<ol style="list-style-type: none"> HT, Inclusion Manager and Office Team 	<ol style="list-style-type: none"> Ongoing

		subsidising these, we ensure all children have the same opportunities.	send their children to clubs and on trips.		
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