



WINGFIELD PUPIL PREMIUM STRATEGY

Summary Information					
School	Wingfield Primary School				
Academic Year	2018-19	Total PP Budget	£106,200.00	Date of most recent PP review	March 2018
Total Number of Pupils	352	Number of pupils eligible for PP	41	Date for next internal review	July 2018

	Current Attainment			
	School		National	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
EYFS Good Level of Development	33%	91%	71% (all chn)	71% (all chn)
Year 1 Phonics	62%	81%	84% (all chn)	84% (all chn)
Key Stage 1 – Reading – Expected Level	64%	87%	63%	79%
Key Stage 1 – Reading – Greater Depth	27%	35%	14%	28%
Key Stage 1 – Writing – Expected Level	64%	87%	54%	72%
Key Stage 1 – Writing – Greater Depth	18%	26%	8%	18%
Key Stage 1 – Maths – Expected Level	73%	93%	62%	79%
Key Stage 1 – Maths – Greater Depth	18%	32%	11%	23%
Key Stage 1 – Combined RWM – Expected Level	64%	87%	64% (all chn)	64% (all chn)
Key Stage 1 – Combined RWM – Greater Depth	18%	26%	11% (all chn)	11% (all chn)
Key Stage 1 – Science	73%	97%	86% (all chn)	86% (all chn)
Key Stage 2 – Reading – Expected Level	43%	80%	60%	77%
Key Stage 2 – Reading – Greater Depth	7%	30%	29% (all chn)	29% (all chn)
Key Stage 2 – Writing – Expected Level	86%	80%	66%	81%
Key Stage 2 – Writing – Greater Depth	7%	30%	21% (all chn)	21% (all chn)
Key Stage 2 – Maths – Expected Level	64%	80%	63%	80%
Key Stage 2 – Maths – Greater Depth	29%	40%	27% (all chn)	827 (all chn)
Key Stage 2 – GPS – Expected Level	80%	79%	67%	82%
Key Stage 2 – GPS – Greater Depth	30%	57%	36% (all chn)	36% (all chn)
Key Stage 2 – Science	70%	79%	86% (all chn)	86% (all chn)
Key Stage 2 – Combined RWM – Expected Level	43%	80%	48%	67%
Key Stage 2 – Combined RWM – Greater Depth	7%	20%	4%	11%
Key Stage 2 – Progress Scores - Reading	-4.45	-0.79	-0.3	0.3
Key Stage 2 – Progress Scores - Writing	-0.24	1.77	-0.8	0.2
Key Stage 2 – Progress Scores - Maths	-1.69	-0.26	0.6	0.3

Barriers to future attainment	
In-school barriers	
Health and well-being	Children's understanding of nutrition and healthy food choices
Emotional resilience	Several FAP families have been identified with PP and most need to develop their ability to cope with social interactions and academic learning
Children achieving expected standards in English	A greater percentage of children Non pupil premium children are achieving expected and greater depth at the end of KS1 and KS2 in reading
Children achieving expected standards in maths	A greater percentage of children Non pupil premium children are achieving expected and greater depth at the end of KS1 and KS2 in maths
External barriers (issues which also require action outside school, such as low attendance rates)	
Punctuality	High proportion of PP children are persistently late for school
Extra-curricular life experiences	Social disadvantage can manifest in limited aspirations and a lack of parental engagement. Children may not be exposed to rich and varied life experiences.
Parental engagement	Previous experience at school prevent the development of good relationships between parents and the school community

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Health and well-being	Children have a better understanding of healthy lifestyle	An increase in eligible free school meals selecting food from salad bar and making healthier lifestyle choices
Emotional resilience	Improved emotional resilience and mental health wellbeing	Children demonstrate resilience and can apply restorative approaches to their social
Children achieving expected standards in English	Diminish the gap between the % of PP pupils achieving EX+ in reading and writing and NON PP pupils achieving EX+ in reading and writing by end of KS1 and 2 in English	At the end of KS1 and KS2 the gap between PP and Non-PP children's attainment will be reduced in English at the end of each key stage
Children achieving expected standards in maths	Diminish the gap between the % of PP pupils achieving EX+ in reading and writing and NON PP pupils achieving EX+ in reading and writing by end of KS1 and 2 in maths	At the end of KS1 and KS2 the gap between PP and Non-PP children's attainment will be reduced in maths at the end of each key stage
Punctuality	Increased attendance and punctuality for all pupil premium children	Pupil Premium lateness percentage decreases Pupil Premium attendance percentage increases Children will arrive at school rested and ready for learning
Extra-curricular life experiences	Increased access to rich and varied life experiences raises pupil and parent aspirations	Monitoring of the attendance of PP families at school events, workshops and school trips
Parental engagement	PP families will have a greater engagement with the school and develop aspirations and high expectations	Monitoring of attendance at meetings, workshops and courses run at the school is recorded and logged by the community lead.

Planned Expenditure					
Academic year	2018/19				
The 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					
1. Quality of teaching for all					
Desired outcome	Activity	Rationale	Implementation	Staff lead	Review
Children eligible for pupil premium will be accelerated progress to reach at least expected age related attainment in English	<ul style="list-style-type: none"> To introduce "Let's Think" programme to school PDM on whole class guided reading – share good practice Develop word awareness Research and develop a new spelling programme Restructure English framework 	<p>Some children are not reaching age related expectations at the end of each key stage</p> <p>Focus on greater depth in reading and writing for disadvantaged KS2 pupils</p>	<p>English lead to work with teaching staff to deliver PDM and training</p> <p>Review at pupil progress meetings will have a clear focus on pupil premium children's attainment and progress</p>	Fiona Hall	January 2019
Children eligible for pupil premium will be accelerated progress to reach at least expected age related attainment in maths	<ul style="list-style-type: none"> To introduce "Let's Think" programme to school Train and embed the teaching of Singapore Bar method to KS2 teachers Engage with a mastery maths programme either through NCETM or South Rise Restructure maths framework 	<p>Some children are not reaching age related expectations at the end of each key stage</p> <p>Focus on greater depth in reading and writing for disadvantaged KS2 pupils</p>	<p>Maths lead to work with teaching staff to deliver PDM and training</p> <p>Review at pupil progress meetings will have a clear focus on pupil premium children's attainment and progress</p>	Hye-jin Park	January 2019

2. Targeted Support

Desired outcome	Activity	Rationale	Implementation	Staff lead	Review
Improved emotional resilience and mental health wellbeing	<ul style="list-style-type: none"> Research, design and deliver assemblies, interventions and extra-curricular activities which support mental health and promote a deeper understanding of mindfulness for children Promote a deeper understanding of our school values and restorative approaches (RA) for all stakeholders. Learning Mentor, School Council and Wingfield Buddies to lead on this. PDM on mindfulness and approaches to support children and staff Learning mentor to have training on mental wellbeing Parent workshop linked to Emotional Intelligence/Mental health and the support available for children and parents 	<p>The emotional resilience of PP and FAP children is low</p> <p>This can lead to children's disengagement of learning and undesirable behaviour</p>	<p>Training for all staff</p> <p>Desirable behavioural outcomes from children and parents</p> <p>All stakeholders will focus on children and adults emotional health and well being</p> <p>Development of growth mind set</p>	Robyn Hudson	July 2019
Children have a better understanding of healthy lifestyle	<ul style="list-style-type: none"> PDM focusing on DT and cooking Design and plant a 	Good nutrition is an important part of leading a healthy	Achieving Healthy school Award	Megan Riddle	July 2019

	<ul style="list-style-type: none"> market garden Launch "Daily Mile" trial followed by whole school implementation. Forest school deployed through KS1 Maintain the high expectations of the school travel plan Parents to attend international/culture days which include food tasting and making 	<p>lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health</p>	<p>Achieving Food for Life award</p> <p>Include skills on curriculum map</p>		
<p>PP families will have a greater engagement with the school and develop aspirations and high expectations</p>	<ul style="list-style-type: none"> To research, design and deliver parent/carer workshops which support mental health and promote a deeper understanding of mindfulness for adults Targeted coffee mornings Shared child and parent learning afternoons 	<p>NfER 2013 report and DfE Review of parental engagement 2011</p> <p>Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools</p>	<p>Inclusion lead to support targeting of families for specific events, volunteering at events and attendance on trips</p> <p>Parent questionnaires to be analysed and resulting actions implemented</p>	<p>Sam Edgar</p>	<p>July 2019</p>

3. Other approaches

Desired outcome	Activity	Rationale	Implementation	Staff lead	Review
Increased attendance and punctuality for all pupil premium children	<ul style="list-style-type: none"> Offer breakfast club and priority to before school clubs Ensure home visits and support are available Attendance celebrations in assemblies Attendance celebrations on newsletters 	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>Attendance: 95.3% FSM 96.3 % Non-FSM</p> <p>Punctuality: 3% FSM late 1% Non-FSM late</p>	<p>Attendance will be monitored half termly by Inclusion lead</p> <p>Opportunities for home visits</p> <p>Any absence will be addressed immediately</p> <p>FSM attendance will increase to 96%</p>	Sam Edgar	July 2019
Increased access to rich and varied life experiences raises pupil and parent aspirations	<ul style="list-style-type: none"> Opportunities to access visits to a range of places of interest Foster the partnership with Wide Horizons with residential school journey year 4 and 6 in addition to outdoor learning experience Visits from a range of professionals to discuss career opportunities Musical instrument sessions provided by music specialist to 	<p>The 2016 Social Impact report entitled the Impact of Adventure Learning demonstrates the impact of outdoor learning with increased well-being and development in resilience</p> <p>As acknowledged in point 143 of the DfE's 'The Importance of Music', instrumental tuition can dramatically improve attainment in reading for all children, with a particular impact</p>	<p>Outdoor learning leader to observe and monitor feedback from teachers, children and Wide Horizons</p> <p>Music Leader to observe and monitor children's music lessons</p> <p>Resourcing music teachers</p> <p>Opportunities for choir to perform at local events</p>	Megan Riddle	July 2019

	children in year 3 and 4 <ul style="list-style-type: none"> • Opportunities to visit a foreign country in year 5 	for those with lower starting points.			
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	This has been a government requirement since January 2016	Ensure milk is stored and available	Jane Gildea	July 2019

Review of expenditure				
Previous Academic Year 2017-18				
Desired outcome	Chosen action/ approach	Estimated impact	Lessons learned	Cost
EAL - Improved oral language and writing skills for pupils eligible for PP across the school	<ul style="list-style-type: none"> • Improved provision maximising interactions between staff and children • PDM on assessing and supporting EAL • Focused interventions from Inclusion team • SALT training • Bi-lingual TA interventions 	Medium-High EAL children are outperforming Non-EAL children	Training teaching assistants with the SALT programme and others has developed their confidence in delivering specific interventions Teachers are trained to assess EAL learners which has enabled the	£14,294.16
Improved oral and social communication skills across Year 2 will be addressed	<ul style="list-style-type: none"> • PDMs on social communication • Teaching assistants training in social communication development for intervention groups • Bi-lingual teaching assistant support • Provide outstanding training for all staff ensuring that learning and feedback is effectively differentiated and precisely targeted to accelerate progress for children with Pupil Premium funding and close learning gaps • Learning mentor 	Medium Progress has been accelerated and the gap has narrowed	Training has equipped the staff to deliver effective interventions Approaches successful in supporting children's oral acquisition and communication	£28,588.33
Higher rates of progress across	<ul style="list-style-type: none"> • INSET and PDMs on 	Low	Restructuring of year 6	£23,508.58

<p>Year 6 for high attaining children eligible for PP</p>	<p>importance of feedback, developing mastery and Singapore-Bar method in mathematics</p> <ul style="list-style-type: none"> Guided Reading sessions to shift to whole class, high quality texts where writing outcomes are to be linked to whole class texts Additional teacher supporting targeted PP children to make rapid progress and attainment is at age related expectations 	<p>Gap widen between disadvantaged children and Non-disadvantaged children. Most notable in reading where only 40% of pupil premium children achieved the expected</p>	<p>timetable</p> <p>Ensuring key skills are reinforced in previous year groups to close the gaps in knowledge and skills</p> <p>Consider re-launching whole class guided reading and word aware</p>	
<p>Reception - Behaviour issues across reception will be addressed</p>	<ul style="list-style-type: none"> SLT redesign of behaviour for learning policy Learning mentor and support staff supporting children with targeted and specific intervention Clarity with expectations of each other Relaunching of restorative approaches to maintain respectful relationships and behaviour 	<p>High Behaviour tracker does not include any EYFS children</p>	<p>Continue to maintain positive relationships with families so expectations are explicit for all</p> <p>Less focus was given to the children who do not present extreme</p>	<p>£1050.00</p>
<p>Social and emotional - children's self-esteem increases and their emotional needs lessen; behaviour improves and good academic progress is made</p>	<ul style="list-style-type: none"> Professional development session to provide staff strategies for supporting children and families with mental health issues Learning mentors Nurture group Play therapist Additional Speech and Language Therapy and Educational Psychology intervention This includes Early Years and family intervention. 	<p>Medium Behaviour tracker shows only children in years 4-6 have had significant behavioural issues</p> <p>The majority of fixed term exclusions have been with pupil premium children (FAP)</p>	<p>Staff reported that PDMs on Attachment Theory and SEND have developed their confidence, empathy and understanding</p>	<p>£32,663.02</p>
<p>Instability - Improved school stability factor</p>	<ul style="list-style-type: none"> Follow the Borough's attendance programme to 	<p>Medium Whole School attendance</p>	<p>Continue to analysis</p>	

	<p>improve attendance for all and use in school resources, to target key children and families</p> <ul style="list-style-type: none"> • Support from Learning Mentor • Visible staff that are approachable to families • Marketing school through local media • Target key parents and look for informal and formal ways to invite parents in to school 	96.1% with persistent absents at 9.8%	attendance data with attendance officer	
Parents - PP families will have a greater engagement with the school and develop aspirations and high expectations	<ul style="list-style-type: none"> • Assertive and proactive engagement to be used to involve parents in school life e.g. approaching parents on the playground, named letters go home that signpost workshops, meetings, courses etc to ensure we reach the parents we want to participate 	Low Signposted letters have gone to targeted parents to attend workshops however the uptake of the offer has been low of the most vulnerable families	Consider relaunching workshops and careers fair to ensure that it is accessible to all	£150.00
Extra-curricular experiences - Increased access to rich and varied life experiences raises children and parent expectations	<ul style="list-style-type: none"> • Opportunities to access visits to a range of places of interest • Foster the partnership with Wide Horizons with residential school journey year 4 and 6 in addition to outdoor learning experience • Visits from a range of professionals to discuss career opportunities • Musical instrument sessions provided by music specialist to children in year 3 and 4 	High Children and their families are very positive about the experiences and the effect on confidence and resilience	Consider how we can encourage eligible pupils to experience residential trips	£5,645.94
Improving nutrition of disadvantaged children	<ul style="list-style-type: none"> • Fresh milk to be provided for pupil premium children 	Low Meeting government	Consider how we continue to encourage pupil awareness of	£229.96

		requirements Few PP children in KS2 access the offer	the nutritional value of milk	
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