



WINGFIELD PUPIL PREMIUM STRATEGY

Summary Information					
School	Wingfield Primary School				
Academic Year	2019-2020	Total PP Budget	£112,089	Date of most recent PP review	September 2019
Total Number of Pupils	433	Number of pupils eligible for PP	61	Date for next internal review	March 2020

Current Attainment 2018-2019 (%)				
	School		National Benchmark	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	All
	EYFS Good Level of Development	40	84	NYA
Year 1 Phonics	50	79	NYA	82
Key Stage 1 – Reading – Expected Level	50	79	62	78*
Key Stage 1 – Reading – Greater Depth	0	23	NYA	NYA
Key Stage 1 – Writing – Expected Level	25	77	55	73*
Key Stage 1 – Writing – Greater Depth	0	12	NYA	NYA
Key Stage 1 – Maths – Expected Level	25	85	62	79*
Key Stage 1 – Maths – Greater Depth	0	23	NYA	NYA
Key Stage 1 – Science	57	85	NYA	82
Key Stage 2 – Reading – Expected Level	63	90	NYA	73
Key Stage 2 – Reading – Greater Depth	29	61	NYA	27
Key Stage 2 – Writing – Expected Level	63	94	NYA	78
Key Stage 2 – Writing – Greater Depth	24	39	NYA	20
Key Stage 2 – Maths – Expected Level	63	94	NYA	79
Key Stage 2 – Maths – Greater Depth	35	64	NYA	27
Key Stage 2 – GPS – Expected Level	59	94	NYA	78
Key Stage 2 – GPS – Greater Depth	41	96	NYA	36
Key Stage 2 – Science	53	91	NYA	83
Key Stage 2 – Combined RWM – Expected Level	59	91	51	71*
Key Stage 2 – Combined RWM – Greater Depth	29	61	5	13*

*Non-Disadvantaged

Barriers to future attainment	
Academic Barriers - In-school barriers	
Year 1 (Current Year 2)	(Pupil Premium children in this cohort have multiple barriers to learning including 20% SEND and 36% summer born; stability factor of 0.87) Fewer Pupil Premium children in this cohort achieved the Phonics Checker standard compared to Non-Pupil Premium children. Fewer Pupil Premium children achieved Expected attainment than Non-Pupil Premium children.
Year 2 (Current Year 3)	(Pupil Premium children in this cohort have multiple barriers to learning including 15% SEND and 40% summer born; stability factor of 0.50) Fewer Pupil Premium children achieved Expected than Non-Pupil premium children in all subjects and significantly so in writing. No Pupil Premium children achieved Greater Depth in all subjects in comparison to Non-Pupil Premium children.
Year 4 (Current Year 5)	Pupil Premium children with late arrival status are making accelerated progress yet their attainment gap compared to non-Pupil Premium children is large.
Years 3-5 (Current Year 4-6)	Pupil Premium late arrivals make accelerated progress; however, it is Pupil Premium late arrivals attainment which is exacerbating the gap for disadvantaged pupils at ARE and GDS at the end of KS2. Continue to accelerate progress to reduce the gap between Pupil Premium late arrivals and all children.
External barriers	
Increased attendance and punctuality of vulnerable children who are in receipt of PP funding	Social difficulties experienced by families including parents' previous experiences of school, finance and literacy may increase parents lack of engagement with 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. Due to low income, some Pupil Premium children may have limited access to resources and support for learning at home and children may not have the means to access extra-curricular activities.
Outcomes	
Desired outcomes and how they will be measured	Success Criteria
Year 2 Pupil Premium children re-taking the Phonic Checker will meet the expected standard. Termly monitoring of the children's phonics tests. Year 2 Pupil Premium children will achieve at least expected attainment in KS1 assessments.	80% of year 2 Pupil Premium children retaking the Phonics Checker will obtain the standard. Percentages of Pupil Premium children meeting the expected standards in KS1 will be in line with non-Pupil Premium children and national expectations.
A higher percentage of Pupil Premium children in Year 3 to achieve expected standards in all areas and specifically writing. Termly monitoring of assessments to ensure children are on track to meet at least Year 3 expected at the end of the year.	Percentages of Pupil Premium children meeting the expected standards in Year 3 will be in line with non-Pupil Premium children.
A higher percentage of Pupil Premium children in Year 5 to continue to make accelerated progress and to achieve expected standards in all areas. Termly monitoring of assessments to ensure children are on track to meet at least Year 5 expected at the end of the year.	Percentages of Pupil Premium late arrival children meeting the expected standards in Year 5 will be in line with non-Pupil Premium children.
Raised progress and attainment rates of KS2 Pupil Premium children to ensure all gaps are closed by the end of KS2. Termly monitoring for year 4 and 5 children and half termly monitoring for Year 6 children to ensure children are on track to meet at least the expected standards in their year group.	The progress and attainment of Pupil Premium children will be inline with All children and above national standards of Expected.
Increased attendance and punctuality of vulnerable children who are in receipt of PP funding.	Regular attendance checks with the Attendance Officer will demonstrate an improvement in the attendance and punctuality rates of Pupil Premium children.
Increased access to rich and varied life experiences raises pupil and parent aspirations. Monitoring of the attendance of PP families at school events.	An increased number of Pupil Premium children will attend extra-curricular activities and attend school events.

Planned Expenditure 2019-2020				
Desired outcome	Activity	Rationale	Review	Approximate Cost
Year 2 Pupil Premium children re-taking the Phonic Checker will meet the expected standard.	Phase leader mentored by experienced AHT	End of year data analysis suggests a combination of barriers affects the progress and attainment of Pupil premium children	Termly as part of pupil progress meetings	£21,000
	Termly tracking of phonics progress by HT/DHT			
	Professional development for TAs to secure subject knowledge	Staff training, and development will ensure all children receive higher quality teaching and make greater progress		
	Change from whole class to small group teaching of phonics	Specific and targeted phonics groups will enable children to secure their phonics standards before moving on to the next step in their phonics programme		
	Year 2 teachers monitoring SEND/summer born children to secure more than expected progress	Pupil Premium children often have other barriers to learning such as SND, EAL and summer born		
	Extension of whole class reading to KS1			
	Design of phase specific teaching sequences for reading			
	Design of phase specific book expectations for reading			
	Design of rapid intervention feedback model for maths			
	Set up of phase specific resource bank for maths			
Training for teachers and support staff in Precision Teaching techniques	Staff training, and development will ensure all children receive higher quality teaching and make greater progress			
Attending Local Authority moderation sessions	Pupils will be enabled and supported to reach expectations appropriate to their ability and in line with similar pupils			

	<p>Teachers attend Developing approaches to mathematical reasoning to support evidence for the requirements of the KS1 Teacher Assessment Frameworks</p> <p>Teachers attend Understanding and Applying the Reading and Writing Standards from the KS1 Teacher Assessment Frameworks</p>	<p>nationally. Staff will moderate and validate their judgements with other schools against national standards and be secure in their teacher assessment judgements for Year 2 mathematics and writing</p> <p>Pupils will experience a range of exciting and engaging activities to support the development of their mathematical reasoning skills. Staff will be confident with the reasoning requirements of the STA KS1 Teacher Assessment standards for mathematics</p> <p>Pupils will experience a range of engaging activities to support the development of their reading and writing skills. Staff will be confident with the requirements of the new STA KS1 Teacher Assessment standards for reading and writing</p>		
<p>A higher percentage of Pupil Premium children in Year 3 to achieve expected standards in all areas and specifically writing.</p>	<p>Embed free writing to develop children's enjoyment of writing and develop their use of vocabulary</p> <p>Establish specifically trained support staff to ensure all SALT and STEPs programmes are in place and are delivered regularly</p> <p>Use of 1:1 iPads in Year 3</p> <p>Design of phase specific teaching</p>	<p>Some children are hindered by too many constraints in their writing and being able to write freely will allow them to focus on the writing task in hand</p> <p>Specialised language programmes provided early in a child's schooling support with communication, reading skills and phonics</p> <p>The use of technology will motivate children and increase the engagement of those children who may struggle to access learning</p>	<p>Termly as part of pupil progress meetings</p>	<p>£21,000</p>

	<p>sequences for reading</p> <p>Design of phase specific book expectations for reading</p> <p>Design of rapid intervention feedback model for maths</p> <p>Set up of phase specific resource bank for maths</p> <p>Schools Direct student to provide additional support in Year 3 classes</p>			
<p>A higher percentage of Pupil Premium late arrival children in Year 5 to continue to make accelerated progress and to achieve expected standards in all areas.</p>	<p>Teachers to identify Pupil Premium late arrival children and to monitor progress closely</p> <p>Embed focus on Maths Mastery and Cognitive Acceleration to develop learning around critical and higher order thinking</p> <p>Appointment of HTLA to deliver targeted interventions to achieve their targets</p> <p>Additional teachers to deliver targeted interventions to achieve their targets</p>	<p>Identified pupils will be targeted with specific interventions</p> <p>Pupil Premium late arrivals are making accelerated progress yet are not making the expected standard; higher order thinking skills will close the gap to the expected attainment at the end of Year 5</p> <p>Provided targeted intervention groups for 1:1 and small groups closes the attainment and progress gap for Pupil Premium children</p>	<p>Termly as part of pupil progress meetings</p>	<p>£21,000</p>
<p>Raised progress and attainment rates of KS2 Pupil Premium children to ensure all gaps are closed by the end of KS2.</p>	<p>Use of experienced teachers to provide targeted support in small groups and 1:1 in key areas: reading, writing, maths and GPS</p> <p>Before and after school booster classes</p> <p>Easter school for targeted children to provide extra sessions for Year 6 children</p> <p>Purchase of CGP workbooks to support home learning</p>	<p>Provided targeted intervention groups for 1:1 and small groups closes the attainment and progress gap for Pupil Premium children</p>	<p>Termly as part of pupil progress meetings for Year 4 and 5. Half Termly progress meetings for Year 6.</p>	<p>£24,000</p>

	<p>Purchase of Times Tables Rockstar's to support home learning</p> <p>English and maths subject leaders taking part in Subject Leader Network across the partnership to share good practice and discuss the latest research and approaches</p> <p>Learning mentor to be allocated to work with vulnerable Pupil Premium children in KS2</p> <p>Attending local authority moderation sessions</p>	<p>Disseminating good practice and keeping up to date with the latest research ensures children are receiving the best possible outcomes at the end of each</p> <p>Children with specific emotional problems provides barriers to learning</p> <p>Pupils will be enabled and supported to reach expectations appropriate to their ability, and in line with similar pupils nationally. Year 6 teachers will moderate and validate their judgements with other schools against National Standards and will be secure in their teacher assessment judgements for Year 6 writing</p>		
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Other approaches				
Desired outcome	Activity	Rationale	Review	Approximate Cost
Increased attendance and punctuality of vulnerable children who are in receipt of PP funding	<p>Attendance officer to target key families</p> <p>Ensuring home visits and support are on offer</p> <p>Attendance improvement letters are sent</p> <p>Attendance action plan and clear timescales</p> <p>Support from Greenwich attendance advisory on a half termly basis</p> <p>Weekly breakfast group for pupil premium children to attend</p>	<p>Improving attendance for disadvantaged groups will increase time spent at school and access to curriculum</p> <p>Attendance: ===%PP ===% Non-PP</p> <p>Punctuality: ===% ===% Non-PP</p> <p>Learning mentor fosters good relationships with Pupil Premium children. Children are wanting to come into school to join the club. Children will be in a good headspace</p>	Termly as a part of Attendance Review	£5,000

		for the school week		
All children, but especially those in receipt of PP funding, will have access to rich curriculum entitlements	<p>A range of before and after school activities set up for children to attend – funding for vulnerable children. Pupil premium children will be given higher priority on waiting lists</p> <p>Opportunities to access visits to a range of places of interest</p> <p>Foster partnerships with PGL and Bowles Rocks for residential school journeys in years 4 and 6</p> <p>Opportunities to visit a foreign country in year 5</p> <p>Whole school music teaching with specialist teacher coaching year groups throughout school with termly music concerts for parents and celebration events</p> <p>Charlton Athletic Club to run lunchtime activities and during school rest breaks</p>	<p>Extra-curriculum experiences broaden children's knowledge of world around them and can raise aspirations</p> <p>Vulnerable children can access school journey, irrespective of means</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 an impact for those with lower starting points</p> <p>Social and emotional self-esteem increases as children</p>	March 2020	£20,000
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	This has been a government requirement since January 2016	July 2020	£550