

Pupil premium strategy statement 2020- 2021

The Pupil Premium is additional funding to support schools. If a child has been eligible for free school meals (FSM) over the past 6 years, has been looked after for one day or more (CLA -Child Looked After), or has a parent in the armed services the school receives an amount per head within their budget close the attainment gap between the pupil and their peers.

Rationale

Winterbourne Nursery and Infant School aim to ensure that all their pupils are given the best possible chance to achieve their full potential. This is through providing Quality First Teaching, focussed support where necessary, a strong and engaging curriculum (plus curriculum enrichment), and personalised pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

Strategy

We have a clear, strategic tiered approach for Pupil Premium funding provision, which focuses on the following:

- Teaching; including high quality teaching, assessment for learning, leading practice and continuous professional development
- Targeted academic support; carefully managed interventions and focused teaching
- Wider strategies; providing a range of enriching opportunities, focused attendance support, behaviour, social and emotional support where necessary.

| Metric | Data |
|---|--|
| School name | Winterbourne Nursery and Infant School |
| Pupils in school | 346 |
| Proportion of disadvantaged pupils | 15% |
| Pupil premium allocation this academic year | £ 85,378 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | 1 st July 2020 |
| Review date | 1 st July 2021 |
| Statement authorised by | (Acting Headteacher) Petra Jones |
| Pupil premium lead | (Acting Headteacher) Petra Jones |
| Governor lead | Graham Cluer |

Disadvantaged pupil progress scores for last academic year

| Measure | Score 2019-20 |
|---------|-------------------|
| Reading | None due to covid |
| Writing | None due to covid |
| Maths | None due to covid |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|--|--|
| Priority 1 Linked to SDP 2021 Action focus 1, 2, 4 | Staff Training: including phonics, matching books to reading levels Develop library through purchased reading resources. Develop staff skills through providing time for training, setting up and using reading resources effectively. |
| Priority 2 Linked to SDP 2020-21 Action focus 1, 2 | Staff training to develop staff subject knowledge. Staff time to develop systematic processes to enable effective teaching; subject coverage and high expectations of pupil's learning and application. External support to ensure all subjects have clear timelines and progression from Nursery to Year 2. |
| Barriers to learning these priorities address | That disadvantaged pupils of all prior attainment levels are able to meet national progress expectations in core subjects, using and applying skills and concepts embedded within all subjects. |
| Projected spending | £45,378 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|----------------|
| Progress in Reading | Achieve national average progress scores in KS1 Reading | June 2021 |
| Progress in Writing | Achieve national average progress scores in KS1 Writing | June 2021 |
| Progress in Mathematics | Achieve national average progress scores in KS1 Maths | June 2021 |
| Phonics | Achieve national average expected standard in PSC | June 2021 |
| Other | Improve attendance of disadvantaged pupils to LA average | September 2021 |

Targeted academic support for current academic year

| Measure | Activity |
|--|---|
| <p>Priority 1</p> <p>Linked to SDP 2021 Action focus 2,3 & 4</p> | <p>Providing small group, personalised reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>To develop the role of all TA's to support the development of the disadvantaged through ongoing CPD in subject knowledge and resourcing and effective deployment.</p> <p>Providing lunchtime intervention in Reading, writing, maths and phonics led by TA`s</p> <p>After school clubs for year 1 and 2 – reading, writing, maths and phonics.</p> |

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| Priority 2 | Ensure all teaching staff and leadership have a clear, detailed understanding of the individual needs of each disadvantaged pupil through development of tracking, assessment, moderation and evaluation processes. Providing staff and leadership with a greater awareness of the impact of targeted provision. |
| Barriers to learning these priorities address | Disadvantaged pupils will receive clearly structured teaching enabling them to meet at least national expectations in core curricular areas |
| Projected spending | £25,000 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Investing in the school's Family Support Worker and EWO to support families with attendance. |
| Priority 2 | To support families to develop further home school engagement, further develop pupils social and emotional skills and increase the numbers of disadvantaged pupils attending enrichment activities provided by school |
| Barriers to learning these priorities address | To improve attendance and readiness to learn for most disadvantaged pupils. |
| Projected spending | 15,000 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
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| Teaching | Ensuring enough time is given over to allow for staff professional development | Use of INSET days and additional cover being provided by senior leaders |

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| | <p>Ensuring enough time for leaders to monitor and evaluate the effectiveness of teaching phonics and reading</p> <p>Maintain a clear structure to the timeline for monitoring and development; not allowing extraneous events to impact on school routine and improvement.</p> | <p>Termly data capture and analysis (pupil progress meetings) involve teachers and leaders leading to targeted response.</p> <p>Termly monitoring of interventions by SENDco</p> <p>Regular pupil voice opportunities.</p> |
| Targeted support | <p>Ensure all teaching staff are aware of how to base line pupils, evaluate progress and AfL; establishing effective teaching, high expectations and focused interventions. Achieved through careful moderation, quantitative and qualitative data to judge impact and provision.</p> <p>Ensuring staff have the time to regularly review the barriers to pupil progress alongside the senior leaders.</p> | <p>English leader to work with year group leaders.</p> <p>Termly moderation of the impact of interventions, learning plans, pupil progress meetings to support the disadvantaged pupils.</p> |
| Wider strategies | <p>Engaging the families facing most challenges.</p> <p>Ensure pupils are able to focus on the learning</p> | <p>Working closely with the EWO and FSW across whole schools and outside agencies.</p> <p>Social, emotional, behaviour tracking to support the interventions and enable pupils to develop skills to support resilience and high expectation</p> |

Review: last year's aims and outcomes

| Aim | Outcome |
|------------------|---|
| Targeted support | Interventions that were in place worked effectively and were beginning to show that the gap between PP and Non PP were narrowing in reading, writing and maths. PP pupils were prioritised for phonics, reading , writing and maths after school clubs to ensure that they were not falling behind. |

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| Wider strategies | Family support worker monitored and tracked progress of PP pupils. The nurture lunchtime group was effective in integrating pupils with their peers and built upon their self-esteem and confidence. PP pupils were able to access after school clubs which were paid for through the premium which had an impact on their well-being. |
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