

Pupil Premium Strategy September 2016

Each school receives an additional amount of funding to the school budget called the Pupil Premium Grant [PPG]. The amount of grant received depends on the number of pupils who are entitled to Free School Meals [FSM], Children Looked After [CLA] and those children whose parents serve in the armed forces. This funding is used to support these pupils and help them be as successful as any other pupil or groups of pupils.

For every pupil who is entitled to FSM the school will receive £1300.

For every pupil who is a Child Looked After [LAC] the school will receive £1900.

For every pupil whose parent/s serve in the armed forces the school will receive £300.

As of April 1st Nursery aged group pupils are also entitled to the Pupil Premium Grant.

For every FSM pupil who is in the Nursery the school will receive £300.

Each school can decide how they want to spend the Pupil Premium Grant but must be able to say how they have spent the grant, why they decided to spend it in a particular way and the impact that this has had on the pupils.

Total amount of Pupil Premium funding allocated to Winterbourne Nursery and Infant School

Financial Year	Amount of Pupil Premium			
	FSM	LAC	Service Children	Total
2012 – 2013	£73514	£888	0	£74,402.00
2013 – 2014	£126,749	£888	0	£127,637
2014 – 2015	£157,300	£1900	0	£159,200
2015 – 2016	£134,197	£1900	0	£136,097
2016 - 2017	£97,680	1900	0	£99,580

At Winterbourne Nursery and Infant School will:

- Ensure that the Pupil Premium Grant is used to target and support pupils who are entitled to this funding
- Ensure that allocation of the grant enhances the learning opportunities for all groups of children or individual pupils who are entitled to receive the funding
- Ensure the school's Governing Body is regularly informed how the grant is spent and the impact it has had on these pupils
- Ensure that senior members of staff regularly monitor the quality and improvements in outcomes for these pupils who are entitled to receive the funding
- Ensure that the information on the website is kept up to date

Total Amount of Pupil Premium Funding 2016 to 2017		
	Number	Amount of Funding
Pupils eligible for FSM @ £1320 per pupil	74	£97,680
Pupils who are Children Looked After @ £1900 per pupil	1	£1900
Pupils whose parents currently employed in the armed forces @ £300 per pupil	0	0
Total amount of pupil premium funding		£99,580

Targeted Intervention for 2016 to 2017			
Intervention	Focus	Expected Outcome	Approx. Cost
Language Development.	SALT where applicable. Other language support.	Wider access to curriculum. Contribution to class discussions. Improvement in writing.	See learning support intervention below
Family Support Worker	To provide a range of support for children who have poor attendance, who are continually late, to sign post parents on to other support. 16 hours a week, 39 weeks a year.	Accelerated progress. Improvement in attainment.	£13,301.77
Learning Support and Intervention	Daily groups and individual support. To include phonics, maths, reading, writing. The number of pupils will vary from half term to half term.	Diminishing the differences. Enable pupils to access the curriculum, accelerated progress and raise attainment	£69,699
Subsidies for school outings, after school clubs	Pupils to take part in extra-curricular activities.	Pupils to develop life skills. Pupils are included in activities with their peers. Develop social skills and confidence.	£3,000
Resources to support learning	Books. Language games.	Pupils to become confident and fluent readers.	£2,000
Targeted Parents' Meetings	Inform parents how parents can support at home.	Support school improve progress and attainment	£2,380
AWO LA [SLA]	Attendance and punctuality	Reduce the % of absenteeism	£3,220 [100% of total cost]
Ed Psychologist LA [SLA]	Behaviour	Improvement in progress and attainment	£5,980 [100% of total cost]
Total Expenditure			£ 99,580

Expenditure 2016 to 2017

The main barriers to educational achievement is language acquisition and the parents/carers not knowing how to support their children at home. Part of the Pupil Premium funding will be used to focus on these two areas. We will put in place a language project for those pupils who need this support and also run parental workshops. Some of these will be targeted workshops i.e. those parents of the pupils who we are particularly concerned about. In addition, workshops will be run in different languages where deemed necessary. We are using both these approaches because they have had an impact on pupil progress and attainment.

We are able to gather information at the end of every half term about our Pupil Premium pupils and see how well they are performing in Reading, Writing and Maths. Using this information we decide what support is required to make sure our Pupil Premium pupils make progress and narrow the gap between themselves and all other pupils.

Pupil Premium [PP] and Non Pupil Premium [Non PP] Difference in attainment in READING, WRITING and MATHS

YEAR 2																	
Reading						Writing						Maths					
AUTUMN 2						AUTUMN 2						AUTUMN 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
35%	26%	29%	37%	35%	37%	39%	28%	32%	41%	29%	31%	39%	27%	29%	42%	32%	31%
SPRING 2						SPRING 2						SPRING 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
38%	22%	34%	41%	28%	37%	41%	33%	41%	47%	19%	20%	34%	25%	50%	55%	16%	20%
SUMMER 2						SUMMER 2						SUMMER 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
41%	31%	32%	45%	26%	23%	53%	43%	38%	40%	9%	17%	35%	33%	47%	45%	18%	22%

YEAR 1																	
Reading						Writing						Maths					
AUTUMN 2						AUTUMN 2						AUTUMN 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
29%	22%	42%	54%	29%	25%	25%	21%	63%	68%	13%	11%	38%	35%	54%	50%	8%	16%
SPRING 2						SPRING 2						SPRING 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
22%	22%	57%	62%	22%	16%	43%	38%	48%	55%	9%	7%	38%	22%	54%	73%	8%	5%
SUMMER 2						SUMMER 2						SUMMER 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
15%	19%	65%	60%	19%	21%	42%	32%	46%	58%	12%	10%	35%	25%	62%	67%	4%	7%

YEAR R																	
Reading						Writing						Number					
AUTUMN 2						AUTUMN 2						AUTUMN 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
0%	0%	88%	86%	12%	17%	0%	0%	75%	77%	25%	31%	0%	0%	75%	74%	25%	26%
SPRING 2						SPRING 2						SPRING 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
11%	7%	63%	65%	26%	28%	16%	10%	68%	71%	16%	18%	11%	6%	68%	71%	21%	23%
SUMMER 2						SUMMER 2						SUMMER 2					
Below Target		On Target		Above Target		Below Target		On Target		Above Target		Below Target		On Target		Above Target	
PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non pp	PP	Non PP
24%	12%	57%	68%	19%	19%	24%	17%	67%	70%	10%	12%	14%	14%	81%	74%	5%	11%

Impact 2015 to 2016

Yr. 2

% Working at Expected Standard in Reading:

The proportion of FSM pupils at Winterbourne working at expected standard in Reading is 5.0% greater than the school average, and 19.0% greater than the national FSM students average.

% Working at Expected Standard in Writing:

The proportion of FSM students at Winterbourne working at the expected standard in Writing is 10.0% greater than the school average, and 25.0% greater than the national FSM students average.

%Working at Expected Standard in Maths:

The proportion of FSM students at Winterbourne working at the expected standard in Maths is 4.0% less than the school average, but 9.0% greater than the national FSM.

% Working at Greater Depth Within Expected Standard: Reading:

The proportion of FSM pupils at Winterbourne working at greater depth within the expected standard in Reading is 4.0% less than the school average, but 1.8% greater than the national FSM pupils average.

% Working at Greater Depth Within Expected Standard: Writing:

The proportion of FSM students at Winterbourne working at greater depth within the expected standard in Writings is 3.0% less than the school average, but 7.0% greater than the national FSM pupils average.

% Working at Greater Depth Within Expected Standard: Maths:

The proportion of FSM pupils at Winterbourne working at greater depth within the expected standard in Maths is 13.0% less than the school average, but 1.0% greater than the national FSM pupils average.

Yr. 1

The proportion of FSM pupils at Winterbourne achieving the expected standard in Year 1 phonics is 15.0% less than the school average, and 3.0% less than the national FSM pupils average.

Yr. R

The proportion of FSM pupils at Winterbourne achieving the expected standard Good Level of Development in Reading is 2% greater than the school average.

The proportion of FSM pupils at Winterbourne achieving the expected standard Good Level of Development in Writing is 4% greater than the school average.

The proportion of FSM pupils at Winterbourne achieving the expected standard Good Level of Development in Number is 9% less than the school average.