



WINGFIELD PUPIL PREMIUM STRATEGY

Summary Information					
School	Wingfield Primary School				
Academic Year	2020-2021	Total PP Budget	104,773	Date of most recent PP review	July 2020
Total Number of Pupils	437	Number of pupils eligible for PP	73	Date for next internal review	March 2021

Based on 2019 summer National Data due to no statutory assessments summer 2020

Current Attainment 2018-2019 (%)

	School		National Benchmark	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	All
EYFS Good Level of Development	40	84	NYA	72
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 learning

Academic Barriers - In-school barriers

Early Years - Communication and language barriers. Several children in EYFS are entering school with low oral communication skills and vocabulary acquisition.

Year 2 and Year 3 - The need for some pupils to be able to access small group/individual support both in and out of the classroom most notably around phonics and reading.

Year 6 children attainment inline with National Standards most notably New Arrival Pupil Premium children where their on entry attainment is below ARE.

Children learning from home can have limitations to their access of technological equipment creating disadvantages within their learning

External barriers

A range of social and emotional needs leading to high levels of anxiety for some pupils e.g. self-esteem, resilience, friendship, communication, etc.

The increase in mental health issues which affects the children's ability to focus in class.

All children, especially those in receipt of Pupil Premium funding, have access to rich curriculum entitlements.

Desired Outcomes

Children who are in receipt of Pupil Premium make rapid progress to entering school reach the end of Early Years with GLD. Measured by improved communication skills.

Year 2 and Year 3 Pupil Premium children re-taking the Phonic Checker, (or would have taken due to COVID-19) will meet the expected standard.

Year 6 children attainment in line with National Standards ensuring all gaps are closed by end of KS2.

Children accessing learning from home will make good progress during self-isolation/quarantine periods.

Disadvantaged pupils more emotionally and socially secure leading to them making better progress; improved skills of communication and better self-esteem.

Increased access to rich and varied life experiences raises pupil and parent aspirations. Monitoring of the attendance of PP families at school events.

Planned Expenditure 2020-2021				
Desired outcome	Activity	Rationale	Review	Approximate Cost
Children who are in receipt of Pupil Premium make rapid progress to entering school reach the end of Early Years with GLD. Measured by improved communication skills	Quality first teaching with high modelled use of oracy skills by all practitioners in Early Years Improved provision to maximise interactions between staff and children. EYPS trained in Wellcom and deliver interventions Small talk groups to be introduced and deliver by EYPS SALT Intervention Additional adults in EYFS	Improved language skills provide a solid foundation for learning throughout life	Termly as part of pupil progress meetings	£24,000
Additional adults in EYFS				
Year 2 and Year 3 Pupil Premium children re-taking the Phonic Checker, (or would have taken due to Covid-19) will meet the expected standard.	Termly tracking of phonics progress by HT/DHT Professional development for TAs to secure subject knowledge Transition to whole class to small group teaching of phonics in Year 3 Training for teachers and support staff in Precision Teaching techniques Attending Local Authority moderation sessions Direct Instruction PDMS Additional adults in Year 2 and Year 3	End of year data analysis suggests a combination of barriers affects the progress and attainment of Pupil premium children Staff training, and development will ensure all children receive higher quality teaching and make greater progress Specific and targeted phonics groups will enable children to secure their phonics standards before moving on to the next step in their phonics programme Staff training, and development will ensure all children receive higher quality teaching and make greater progress Pupils will be enabled and supported to reach expectations appropriate to their ability and in line with similar pupils	Termly as part of pupil progress meetings	£24,000

		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 and Year 3 Phonics and reading		
Year 6 children attainment in line with National Standards ensuring all gaps are closed by end of KS2.	<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>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>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>Direct Instruction PDMS</p>	<p>Provided targeted intervention groups for 1:1 and small groups closes the attainment and progress gap for Pupil Premium children</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>	<p>Termly as part of pupil progress meetings</p>	£24,000
Children accessing learning from home will make good progress during self-isolation/quarantine periods.	<p>Remote offer available to all children</p> <p>Children to be given Tapestry or Showbie login details</p> <p>Parents to be given guidance how to access platform, learning and how to submit assignments</p>	<p>Children who are learning from home, especially those in receipt of Pupil Premium, find accessing learning difficult. During lockdown period, most vulnerable families were unable to access learning from home.</p>	<p>March 2021</p>	£2000

Devices sent home to support				
Other approaches				
Desired outcome	Activity	Rationale	Review	Approximate Cost
Disadvantaged pupils more emotionally and socially secure leading to them making better progress; improved skills of communication and better self-esteem	<p>Learning mentor time allocated where necessary</p> <p>Lego Therapy available for specific groups</p> <p>Early Eaters group to be reinstated for specific children</p> <p>Charlton Athletic Club to rest breaks</p>	<p>Children feel safe and secure and to have key adults that can support them</p> <p>Children who are supported in their mental health and emotional wellbeing become successful learners</p>	January 2021	£19,500
Increased access to rich and varied life experiences raises pupil and parent aspirations. Monitoring of the attendance of PP families at school events.	<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>Forest school sessions for EYFS</p> <p>School Journey for Year 4,5 and 6</p> <p>Whole school music teaching with specialist teacher coaching year groups</p> <p>Charlton Athletic Club to run lunchtime activities</p> <p>Children to experience a pantomime</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 2021	£3000
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	This has been a government requirement since January 2016	July 2021	£600