



Pupil Premium Strategy Statement 18/19

1. Summary information					
School	Wingrove (number of pupils taken from January 2018 census)				
Academic Year	2018/19	Total PP budget	£150,480	Date of most recent PP Review	Sept 2019
Total number of pupils	419 R-Y6	Number of pupils eligible for PP	114 27.21%	Date for next internal review of this strategy.	Jan 2020

2. Current attainment from July 2019 and Primary Data Pack 2019		
KS2	<i>Pupils eligible for PP (Wingrove)</i>	<i>Pupils not eligible for PP (Wingrove)</i>
% meeting end of year expectations in reading, writing & maths	R: 52% W:52% M: 43%	R:76% W:88% M:91%
% making progress in reading (or equivalent) all pupils: 5.3		5.3 all pupils
% making progress in writing (or equivalent) all pupils: 6.9		6.9 all pupils
% making progress in maths (or equivalent): all pupils: 7.0		7.0 all pupils
Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Speech and language delay which impacts on reading and writing.	
B.	Limited experience upon which to draw to help understanding.	
C.	Emotional wellbeing and resilience.	
D.	English as Additional Language (EAL)	

E.	Significant learning needs (SEND) in Y6 class.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Attendance, health needs and parental engagement.	
G.	Parents with limited or no English	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved speech and language development which will accelerate progress in reading and writing.	Increase the % of pupils eligible for PP in EYs and KS1 meeting the national standard.
B.	Increased opportunities for PP children to visit places.	Increase the % of pupils eligible for PP in all year groups meeting the national standard.
C.	Ensure children have their emotional and resilience needs are met so they can make accelerated progress and achieve academically.	Increase the % of pupils eligible for PP in all year groups meeting the national standard.
D.	Ensure children with EAL(including new admits and new arrivals) are supported and achieve as well as peers	Increase % of pupils eligible for PP in all years groups meeting the required standard.
E.	Ensure those with SEND needs in Y6 make accelerated progress.	All SEND/PP in Y6 make better than expected progress.
F.	Increase attendance, improve health and parental engagement.	Increase attendance, improve health and parental engagement of those eligible for PP.

4. Planned expenditure

Academic year

2018/19

The three 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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speech & language skills.	Improved attendance and wellbeing. Speech & Language therapist working alongside staff parents & children.	Improved attendance and wellbeing ensures greater impact of all strategies. Expert working with staff increases expertise and ensures we can act swiftly to ensure the right interventions are put in place immediately.	Breakfast club provision, Pupil and Family Support Worker is TAMHS and DV Champion. Kalmer counsellor a qualified psychotherapist. Administrative Officer has specified time to work on attendance and is supported by LA. NHS Speech & Language therapist 2 days per week. Work overseen by inclusion manager.	HT, particularly Inclusion Manager	Half termly pupil progress meetings.

<p>Improved attainment in reading & writing.</p>	<p>Additional TAs to enable more targeted intervention and before during and after lessons. EAL training for all teaching staff. Family learning and courses for parents. Expertise & support from Ed. Psych, S&L Therapist, Inclusion Manager and bilingual TAs. Further CPD for staff. Private Consultant support from Dr Mo Hughes. Talk for Writing training and development for all.</p>	<p>Evidence from previous years shows that this is effective in raising standards. Expertise and parental engagement are two key strategies for raising attainment.</p>	<p>All teaching staff trained in Sept/October 2018 and implemented EAL strategies immediately. Ed Psych bought in from LA 1.5 days per week. EAL support staff from supply agency and LA for interpreting for particular groups Trust training for English Coordinator to be disseminated to staff – Autumn 2018. Pupil and Family Support Officer (PFSO) and EAL staff setting up a programme of courses and opportunities for parents.</p>	<p>SLT & PFSO</p>	<p>Half termly pupil progress meetings.</p>
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<p>Improved attainment in maths.</p>	<p>Tuition Additional TAs to enable more targeted intervention and before and after school provision. Family learning and courses for parents. Expertise & support from Ed. Psych, & EAL staff. Further CPD for staff.</p>	<p>Evidence from previous years shows that this is effective in raising standards. Expertise and parental engagement are two key strategies for raising attainment.</p>	<p>Ed Psych bought in from LA 1.5 days per week EAL TAs in team and from supply and LA bought in Trust training for Maths Coordinator, Y2 & Y6 teachers on reasoning to be disseminated to staff – Autumn 2018. Maths Leaders involved in maths mastery programme – disseminating to whole team One of maths leads seconded to support schools through North Tyneside Trust – CPD disseminated to full team Training for full team on Singapore method and maths mastery Work with private consultant to focus on reasoning PFSO and EAL staff setting up a programme of courses and opportunities for parents.</p>	<p>SLT & PFSO</p>	<p>Half termly pupil progress meetings.</p>
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<p>Increased opportunities through the curriculum for visits and visitors, particularly working with experts in the Arts.</p>	<p>Linked to curriculum drivers, themed weeks and topics. Use school minibuses wherever possible. SBM to see sources of funding to support.</p>	<p>Links with music service and other music providers to develop skills and imagination eg work with The Sage and West End Schools' Trust</p> <p>Evidence from previous years shows that this is effective in raising standards, motivation, raising aspiration and attendance.</p> <p>Work wit Tyne and Wear Archive Museums (TWAM) on project to improve oracy and overall speaking and language – funded by Paul Hamlyn Foundation.</p>	<p>Use Newcastle Music service. Highly proficient music leader released to teach in Y1 and Y2.</p> <p>Authors to be invited into school during book week. Visits linked to topic and themes.</p> <p>Artists working in school and training teachers to lead on knowledge development and oracy with whole school.</p>	<p>SLT</p>	<p>Half termly pupil progress meetings.</p>
<p>Total budgeted cost</p>					<p>see below</p>
<p>ii. Targeted support</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise attendance.	Family Support Worker & breakfast club. SLT, PFSO and attendance officer outside school in mornings. AO meets parents of children who are late to be collected. PFSO and AO first day response and home visits	If children are in school they are able to learn.	PFSO and AO do first response daily. They visit families to bring children in and support/challenge families.	SLT	Half termly attendance meetings. Data shared with governing body and SLT
Develop resilience and emotional well-being.	Kalmer counselling (psychotherapist) Training staff about mindfulness Using school animals to improve mental health and promote empathy.	Mental health issues can seriously affect academic performance if not addressed. We have a large number of children with mental health issues.	Qualified experienced staff used. PSHCE leader to be trained to deliver course on mindfulness. School dogs, snakes, and tortoise used for rewards, reading, training and self esteem.	SLT	Half termly pupil progress meetings and termly wellbeing meetings.
Total budgeted cost					see below
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Improved health, wellbeing and academic performance.	Subsidised school visits, fruit, toast & milk for all during SAT week. Reduction in uniform prices for those who would struggle to pay.	Many families who do not qualify for FSM are struggling on low wages. Adults who lack basic literacy and numeracy struggle to help their children so support from school can compensate for this. Improved physical health will impact on attendance and improve academic performance. More time at school to do extra curricular sessions will improve academic performance. Links with local services to discount sessions after school Developing a sense of belonging fosters stronger mental health and resilience.	Support staff to support families and children. School has purchased mountain bikes and balance bikes to support health and development School has toy and book provision to offer families in need Children are targeted by the full team.	SLT/Safeguarding team	Half termly pupil progress meetings.
Total budgeted cost					see below

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost See below
Increased attendance.	AO & breakfast club – including free family breakfast club every month.	Impacted on all children – see below for impact figures. Attendance rose to 95.9% for all PP attendance 95.7% NPP attendance 96%	As the difference in % of PP/NPP is diminishing we will continue with this approach.	See below

Raise attainment.	Additional TAs, teacher, tuition and specialist staff.	Impacted on all children – see below for impact figures.	As the difference in % of PP/NPP is diminishing we will continue with this approach.	See below
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Develop resilience and emotional well-being.	Kalmer Counsellor/therapist 2x days per week PSHCE leader CPD	Impacted on all children – see below for impact figures.	As the difference in % of PP/NPP is diminishing we will continue with this approach..	See below
Improved health, wellbeing and academic performance.	Subsidised school visits, fruit, toast & milk for all during SAT week. Reduction in uniform prices for those who would struggle to pay.	Impacted on all children – see below for impact figures.	As the difference in % of PP/NPP is diminishing we will continue with this approach.	See below

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Increased opportunities through the curriculum for visits and visitors, particularly working with experts in the Arts – TWAM project to improve teacher subject knowledge and children's language.</p>	<p>Increase support from music service. IT hardware. Artists to work with each class.</p>	<p>Impacted on all children – see below for impact figures.</p>	<p>As the difference in % of PP/NPP is diminishing we will continue with this approach.</p>	<p>See below</p>

6. Additional detail

2018-19

Pupil and Family Support Officer (15% of time)	£ 10,460
Administrative Officer (15%)	
Additional Support in Early Years (1.5 TAs)	£ 14,400
Additional English as an Additional Language support – (3 staff % of time)	£ 27,900
Breakfast club staffing & resources, free family breakfast, SAT breakfast	£ 4,500
CPD – to ensure staff are prepared for the new national curriculum	£ 13,600
Subsidised school uniform	£ 520
Additional TAs (60%)	£ 27,000
Educational Psychologist – additional hours purchased (60%)	£ 15,200
Music teaching	£ 4,000
IT hardware	£ 12,750
Speech & Language therapist (60%)	£ 11,550
Kalmer counselling (60%)	£ 8,000
Trips	£ 1,300
Total: £	Total: £150,480

Pupil Premium –evidence of impact 2018/1019

Attainment

	Reading	Writing	Maths
Y6 (21/54)	52%	52%	43%
Y5 (24/60)	42%	29%	42%
Y4 (19/60)	63%	47%	58%
Y3 (19/60)	63%	47%	58%
Y2 (16/60)	81%	63%	81%
Y1 (11/60) Phonics 57.1%	71%	71%	79%
Rec (16/59) GLD 50%			

Progress – on track from KS1 or previous year

	Reading	Writing	Maths
Y6	57%	48%	52%
Y5	55%	55%	70%
Y4	76%	76%	88%
Y3	94%	82%	82%
Y2 exp+ progress since Y1	100%	90%	90%

A large proportion of the children at PP in Y5 and Y6 have additional needs eg dyslexia or SEND. Many of the children are also EAL.

Attendance (2018-19)

%	Y1	Y2	Y3	Y4	Y5	Y6
All Pupils	94.8	96.4	996.3	95.60	95.8	96.6

Absence for all pupils with PP:95.7%

Attendance for all pupils NPP: 96%