

1. Summary information					
School	Winterbourne Earls C. E. Primary School				
Academic Year	2020-2021	Total Pupil Premium budget	12,105	Date of most recent PP Review	September 2020
Total number of pupils	197	Number of pupils eligible for Pupil Premium	11	Date for next internal review of this strategy	December 2020

2. Current attainment		
	School results for children receiving PP 2020 (9 pupils) Term 3	National KS2 results 2019 (for all children)
% achieving expected standard or above in reading, writing and maths	78%	NA due to COVID
% achieving expected standard or above in reading	78%	NA due to COVID
% achieving expected standard or above in writing	78%	NA due to COVID
% achieving expected standard or above in maths	78%	NA due to COVID

3. Barriers to future attainment	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	33% of our PP children have not been in school since March thus potential gaps in their learning to enable them to master, develop and move forward.
B.	Some of our PP children would benefit from developing their vocabulary range to improve their reading, writing and expressive and receptive language progress.

C.	A number of our PP children need to secure their phonic knowledge, and apply spelling and grammar in writing to ensure accuracy.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Missed school due to COVID – some of our children have not been in school since March, nor seen many of their friends. Our children will have had different lockdown experiences. Some need additional support to reconnect with their friends and the school community and move forward in their learning and ensure a positive well-being.	
E.	Lack of enrichment activities for some compared to non-PP children, due to financial constraints or lack of opportunities available due to transport etc. This includes monitoring attendance and increasing parental engagement. We have no PP children at risk of exclusion. Whilst behaviour is good, an increase in activities has proven to help promote self-esteem and motivation to learn. Individual PP children for whom attendance is a concern are monitored and the underlying issues supported.	
F.	Emotional resilience and issues around anxiety. Developing self-belief, self-regulation and meta-cognition skills so that our PP children display equal self-confidence, self- confidence and achievement with their peers. Due to COVID disruption to schooling, children need support to re-establish these skills to enable them to become independent, confident and resilient learners. We recognise the emotional vulnerability of our PP children and the significance to them of transition, particularly transition to secondary school.	
4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Teachers are providing clear, enhanced provision for our PP children. Following return to full schooling September 2020, teachers to map where our PP children are at in their learning and their well-being. Teachers use this information to identify gaps early and enable personalised learning and interventions and adjustments to be put in place.	Children feel happy and safe at school, and are consequently ready to learn. Attendance is good and children arrive at school on time. Children made good/ accelerated progress from their starting points.
B.	To improve the overall attainment and progress our PP children make by: Early identification and intervention to promote speech and early language development in EYFS. Development of early language and communication skills for children in EYFS. Extending receptive and expressive vocabulary knowledge across the school so that language, reading and writing outcomes are improved. They are accessing high quality reading material.	Staff CPD on language and vocabulary increase confidence in this area. Children are confident to contribute to class discussions as part of their learning following pre-teach sessions. Children eligible for PP make better progress in their reading and writing, and any attainment with their peers narrows.
C.	Reading and writing attainment is improved because children are secure with phonics and are able to write sentences and accurately applying phonic knowledge and Grammar, Punctuation and Spelling (GPS) in writing.	Pupils make at least expected progress/ targeted pupils make accelerated progress to close attainment gaps. Pupils identified for achieving greater depth are on track to achieve this.

<p>D.</p>	<p>To enhance parental engagement so that parents are fully informed about their child's provision and are more confident in knowing how to support their child at home. In the event of a child having to learn remotely at home due the COVID pandemic, the learning gap to be reduced through learning provision that can be accessed at home.</p>	<p>Parents are confident to ask staff for support and engage in school meetings, workshops and consultation evenings. Parents are fully aware of the provision being offered to their child. Any learning gap is reduced as children are able to access and engage in learning from home.</p>
<p>E.</p>	<p>Teachers are providing clear enhanced provision for our PP children. This will be achieved by increasing opportunities and enrichment both inside and outside school for children eligible for PP which may be lacking due to financial constraint and lack of opportunities.</p>	<p>Giving PP children the opportunity to access activities that help develop the whole child and put them on an equal footing with non pp children. Staff to recognise that for children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and varied opportunities to develop their cultural capital.</p>
<p>F.</p>	<p>Children are supported in their mental well-being; they can self- regulate and can use strategies to deal with anxiety and develop emotional resilience.</p>	<p>Children are able to talk about and apply strategies to maintain good mental well-being. They are more emotionally robust and this in turn, improves self-confidence and independence. They are able to access leaning and rates of progress improve.</p>

5. Planned expenditure 2020 2021

Academic year

2020-2021

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?
Children are supported in managing their mental well-being; they can self-regulate and can use strategies to deal with anxiety and are developing greater emotional resilience.	<p>Whole school embedded approach to mental health and wellbeing issues. ELSAs and Pastoral manager to work with classes addressing mental health.</p> <p>Extra PSHE sessions to ensure the well-being of children alongside academic recovery.</p> <p>Pastoral lead to lead mindfulness and integration activities in school and to give individuals additional support is needed.</p> <p>Exploring coping strategies – mindfulness/ visualisation Noticing with children their emotion – making it part of natural conversation Developing empathy (link with vocabulary)</p> <p>The “Tree house” (new build) will enable children to have the space</p>	<p>We need to ensure all children have the resilience to deal with the challenges that life will present.</p> <p>Emotional regulation important to ensure good mental health and children to move forward in their learning.</p> <p>Increasing number of parents asking for support in dealing with anxiety related issues with their children and seeking support for managing behaviour.</p> <p>Children’s experiences of lockdown will have been varied. It will mostly have been a safe and enjoyable time, for others it may have been challenging and even traumatic.</p> <p>http://www.mentalhealth.org.uk/coronavirus/returning-school-after-coronavirus-lockdown</p>	<p>Training for all staff. Informal and formal feedback opportunities for parents.</p> <p>Feedback from children</p> <p>Governor with responsibility for monitoring mental health and well-being – monitoring impact through pupil conversation/ link with A McEwan</p>	AMc / PC	<p>Dec 2020</p> <p>July 2021</p>

	and facilities in which to spend time with ELSA/ Pastoral Lead. It will enable us to further develop our support mechanisms for parents - workshops/ drop-in sessions. Website information – updated Mental health resources for isolation/ lockdown	KCSiE 2020 Keeping Children Safe in Education			
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<p>Phonics, Spelling and grammar is applied with accuracy in writing at expected and GD levels raising attainment.</p> <p>Children are exposed to high quality reading experiences and can use reading skills in writing</p>	<p>Non-negotiable focus on accuracy throughout school. Resources purchased to support KS2 phonics acquisition. Staff /TA training.</p> <p>Pupil engagement in the learning key with adult time allocated to support pupil conferencing and address issues</p> <p>Storytelling to promote confidence and language development – feeding directly into writing</p> <p>Ensure children can access a broad range of high quality reading material - online access to reading books beyond school books/ weekends and during potential isolation periods</p> <p>purchase e-bugs online reading £1,400</p>	<p>Writing at EYFS, KS1 and KS2 are rapidly improving and this needs to be sustained. Monitoring/ work analysis shows children applying phonics and GPS skills in writing more consistently, and that this needs to be embedded. Weaknesses in specific cohorts that need addressing. Raising quality of teaching and high quality feedback – recognised as having the most significant impact on outcomes (Sutton Trust research).</p> <p>Early language acquisition biggest indicator for achievement. Fiona Johnson story telling day each half term (when possible)</p> <p>http://www.thereadingjourney.co.uk</p>	<p>Focus for lesson observation and work scrutiny by Subject Leader/ Gobs</p> <p>Progress meetings</p> <p>Report to Governing Body.</p> <p>Purchase of e-bugs and education of parents re how to use. PP parents supported with this. Quiz element to books/ questions at the front of books to help parents support comprehension. Termly review of levels of engagement.</p>	<p>VB/ JP</p>	<p>December/ March/June</p> <p>Dec/ March/ June</p>
Total budgeted cost					4000
ii. Targeted support					
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?

<p>Children are supported in managing their mental well-being; they can self-regulate and can use strategies to deal with anxiety and are developing greater emotional resilience. This positively impacts on attitudes and improved resilience in learning</p>	<p>ELSAs/ Pastoral Lead work with targeted children on resilience and dealing with emotional barriers. 1:1 programmes in place.</p> <p>Homework club lunchtimes x 2.</p> <p>Pastoral Lead time supporting families through challenges they may face and signposting to other appropriate agencies. Y5/6 support (additional) for children and families for transition to secondary school.</p>	<p>EEF evidences behaviour interventions/ self-regulation as having positive impact on learning.</p> <p>Research evidences importance of support for homework.</p> <p>Impact of parental engagement on children's learning (supported by Sutton Trust Research/EEF).</p> <p>Relationships between school and home are key to moving a child forward in their learning and mental well-being.</p>	<p>Feedback from parents and children – questionnaire/ consultation (with SLT/ Gov)</p> <p>Respected professional relationship with external services ie CAMHS ensures that children receive appropriate support when it is needed.</p> <p>Barriers to learning are mitigated leading to improved outcomes in learning. intervention.</p>	<p>PC AMc CJ (gov)</p>	<p>Dec/ March/ June</p>
<p>To improve the overall attainment and progress our PP children make by: Early identification and intervention to promote speech and early language development in EYFS. Development of early language and communication skills for children in EYFS. Extending receptive and expressive vocabulary knowledge across the school so that language, reading and writing outcomes are raised</p>	<p>Phonics phase 1 to “plug” gap through lack of nursery experience due to COVID.</p> <p>TA training/ Appoint a PP TA to work with selected children 1 afternoon a week – extending vocabulary through play based and storytelling activities.</p> <p>Vocabulary assessment</p>	<p>Research shows that children with a restricted vocabulary age 5 are more likely to be poor readers as adults (“closing the vocabulary gap” Alex Quigley)</p> <p>Ensuring children can embed phonic application in reading and have opportunities for deep learning in reading. We want children to fall back in love with reading – some of our learners have had little exposure to books and new vocabulary.</p> <p>See Marc Rowlands EEF research school http://www.thereadingjourney.co.uk</p>	<p>staff meeting and Subject leader allocated time to support and monitor evidences consistency of approach</p> <p>Revised reading approaches through school and informed assessment securing raised achievement in EY/ KS1 and KS2.</p> <p>Reading assessments and monitoring evidences improved rates of progress narrow the gap for identified children not</p>	<p>VB VB</p>	<p>September initial meeting EYFS – review of baseline T1</p> <p>BH working with children T3 onwards Pre teaching and vocab development</p>

<p>Teachers are providing clear, enhanced provision for our PP children. Following return to full schooling September 2020, teachers to map where our PP children are at in their learning and their well-being. Teachers use this information to identify gaps early and enable personalised learning and interventions and adjustments to be put in place.</p>	<p>To have a recovery plan in place to support children's return to school. Gaps and needs are identified and appropriate intervention put in place.</p> <p>Identification of pupil barriers to learning through EY baseline, tracker and assessments/ input from Pastoral manager. Data input Term 1 as baseline.</p> <p>Planned and tracked interventions delivered by teacher/ TA / SENCo</p>	<p>Children settle quickly and are happy. They understand our high expectations and are supported where needed to achieve this.</p> <p>The recovery curriculum aims to ensure that the curriculum is adjusted to ensure that all children achieve success.</p> <p>Teachers know children well and through targeted intervention and a highly focused curriculum are able to meet their learning and emotional needs.</p>	<p>Children's phonics acquisition, writing and maths will be assessed, and EYFS baseline.</p> <p>Interventions put into place a appropriate, and provision reviewed and monitored.</p> <p>Reviews will take place termly through the school's monitoring cycle to include:</p> <ul style="list-style-type: none"> - Learning walks - Book looks - Pupil progress meetings - Lesson/ intervention monitoring - Data analysis - Reporting to govts <p>Expectation that all vulnerable learners are in school and experiencing quality first teaching.</p>	<p>PC</p>	<p>T1 baseline assessment</p> <p>By end of T1 recovery plan in place.</p>
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<p>Early oral language skills strong and tailored support given to enable individual children to meet challenging targets in reading and writing. Children secure in phonics and gaps in KS2 addressed effectively</p> <p>Spelling and grammar is applied with accuracy in writing at expected and Greater Depth levels raising attainment and achievement.</p>	<p>Additional phonics support to bridge gaps- 4 children. Additional support to meet challenging comprehension targets in KS2 Story telling activities to build confidence and memory skills/ language acquisition (all DL children). Discussion opportunities to develop vocabulary understanding KS2 1:1/ small group/ comprehension work.</p> <p>Small group higher level extension work for GD application. 4 children.</p> <p>Additional support for ensuring feedback is acted upon using child adult consultations to develop ownership of learning.</p>	<p>Poor early oral language skills has been identified as a weakness in some children and is a key area for development to enable children to structure sentences in writing. Monitoring shows Investment of DL in early writing skills (talk for writing) and developing oracy has begun to impact on attainment. Phonics acquisition essential to secure good outcomes (EEF) and school has identified children with phonological gaps in LKS2 that are impacting on spelling.</p> <p>Schools self-evaluation identifies the need for the embedding of a whole school approach to address weaknesses in spelling/ grammar skills in writing. Intervention targeted to address weaknesses and provide time for learning to be effectively scaffolded to promote thinking and meta cognitive skills.</p>	<p>Observing and evaluating impact chatterbox – pupil voice</p> <p>Phonics progress tracked with rigour. Reading and writing progress tracked termly and termly work scrutiny.</p> <p>Before and end of intervention assessments</p> <p>Expectations clear – interschool moderation of Greater Depth writing, in school moderation of expectations of expected writing. Work scrutiny 5x year</p> <p>SLT/ SL monitoring of the impact of intervention through observation, data analysis/ work scrutiny</p>	<p>VB</p> <p>SLT/ SL</p>	<p>Each term (6x Yr)</p>
<p>Total budgeted cost</p>					<p>£5,105</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Ensuring equality of provision</p>	<p>Access to extra-curricular and enriching activities: Access to educational visits and activities – cost of school trips funded to £30 per year plus 50% funding of residential visits</p>	<p>Evidence of impact on self-worth, and ensuring equality of enrichment provision.</p> <p>Feedback from children and parents has been positive.</p>	<p>March – questionnaires to children</p>	<p>JP</p>	<p>March</p>

	Supporting interests in Music – string and brass music lessons purchased through the music hub will be fully funded Additional enriching experiences eg horse riding, access to clubs All PP children				
					£3000
Total budgeted cost					