

Pupil premium strategy statement (Primary) 2019/20

School overview

Metric	Data
School name	Wingate Primary School
Pupils in school	370
Proportion of disadvantaged pupils	36%
Pupil premium allocation this academic year	£162,740
Academic year or years covered by statement	2019/20
Publish date	01 September 2019
Review date	01 January 2020
Statement authorised by	Marie-Louise Binks
Pupil premium lead	Marie-Louise Binks
Governor lead	Craig Ryan

Pupil premium breakdown

Year	Boys	Girls	Total
R	8	7	15
1	13	8	21
2	13	13	26
3	10	9	19
4	9	5	14
5	8	11	19
6	11	6	17

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-5.9
Writing	-3.7
Maths	-6.9

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 Reading, Writing and Maths combined	42%
Meeting expected standard at KS2 Reading	47%
Meeting expected standard at KS2 Writing	68%
Meeting expected standard at KS2 Maths	58%

Disadvantaged pupil performance overview for last academic year – Y1

Measure	Score
Meeting expected standard Reading	82%
Meeting expected standard Writing	82%
Meeting expected standard Maths	76%

Disadvantaged pupil performance overview for last academic year – Y2

Measure	Score
Meeting expected standard Reading	86%
Meeting expected standard Writing	86%
Meeting expected standard Maths	86%

Disadvantaged pupil performance overview for last academic year – Y3

Measure	Score
Meeting expected standard Reading	59%
Meeting expected standard Writing	65%
Meeting expected standard Maths	65%

Disadvantaged pupil performance overview for last academic year – Y4

Measure	Score
Meeting expected standard Reading	75%
Meeting expected standard Writing	75%
Meeting expected standard Maths	75%

Disadvantaged pupil performance overview for last academic year – Y5

Measure	Score		
Meeting expected standard Reading	75%		
Meeting expected standard Writing	75%		
Meeting expected standard Maths	75%		

		Barriers to future attainment	Desired outcomes	Success criteria	Evaluation (October 2020)
Internal Factors	A	Reading skills of children are well below those expected of children of their age	<p>Improved reading skills – Y5 focus group to read with greater fluency</p> <p>Improved engagement in reading for those not meeting ARE in current Y2 and Y3</p> <p>Improvements in attainment and progress so that all children reach their full potential</p> <p>Improved attainment in phonics in Reception and KS1</p>	<p>Higher proportion of children can blend sounds in order to read text closer to their ARE</p> <p>Children are reading within ARE and are more positive about engaging with text</p> <p>Proportion of reception children working confidently at phase 3 is 83%</p> <p>Y1 Phonics pass rate is at or above national – aim is 83%</p>	<p>No data available due to lockdown from March to July.</p> <p>Phase 3 Phonics not addressed in Reception and so will need addressing in Y1 for these children</p> <p>Y1 phonics pass rate unmeasurable as tests did not take place.</p> <p>Review of reading and phonics provision did take place so provision for 2020/21 should be improved</p>

	B	Attendance is below national expectations	Children with persistent absence attend school more frequently and consistently	Persistent absence is reduced and overall attendance level is increased	National lockdown from March meant that data was unreliable Data from September 2019 to March 2020 showed 94.6% attendance rate. We were unable to obtain the whole academic year attendance due to covid-19
	C	<p>Poor social skills and ability to regulate emotions in order to be able to engage in the curriculum</p> <p>Lack of resilience when approaching challenges during lessons</p>	<p>Enable children to engage in class and improve regulation of their emotions</p> <p>Greater awareness of GEMS and ability to engage with challenges and setbacks</p>	<p>Children have more time in class and a higher proportion of successful sessions within support provision</p> <p>Children resolve their own problems and lead ambassadors report improvements</p>	<p>Behaviour intervention systems put in place and children who were in smaller nurture groups had most positive outcomes</p> <p>EHCPs acquired for 2 children and applied for another child</p> <p>Support allocated to specific children and altered as needs changed</p> <p>Lockdown saw none of these children in school and therefore end of year solutions were immeasurable</p>

	D	Poor speech, language and communication skills	Children are able to communicate effectively and engage with peers and the curriculum	Speech targets are identified in support plans and met	Allocation of funding to speech and language therapy improved access to assessments and therapy Some continued during lockdown and tbc next year
	E	High levels of poverty	Equitable access to school life and opportunities to succeed Children and parents recognise the need to support the community of the school	Actions from poverty proofing impact on day to day life and special events in school Questionnaire results demonstrate impact	Very successful – resources provided for all children including pencil cases and equipment in school and also equipment provided for home learning. Food parcels and provision became a huge part of lockdown with all families given opportunity to access the provision from school

	F	Parents social, emotional and mental health issues and lack of confidence to engage with school	Increased parental engagement opportunities so there are increased links between home, school and the community	<p>More constructive and regular engagement with hard to reach parents</p> <p>Higher attendance at parental events and meetings</p>	<p>More engagement with hard to reach parents through Pastoral manager</p> <p>Opportunities also through poverty proofing (see above) to engage with parents who otherwise would not have involved in school</p> <p>Welfare calls made during lockdown increased engagement from almost all parents</p>
External Factors	G	Low level of enrichment opportunities for children outside of school	Increased provision outside and within school hours	<p>Curriculum plans demonstrate opportunities for children to experience a wider range of opportunities</p> <p>After school clubs continue to broaden life experiences</p>	<p>Curriculum planning developed to include enrichment opps during lockdown period with input from children and staff who were available</p> <p>After school clubs did not take place in Summer term but were focussed on in curriculum planning</p>

	H	Home issues affecting pupil learning –substance misuse, domestic violence and forced separation	<p>Families expectations of their children are raised</p> <p>Families are more supported with issues affecting lives</p>	<p>Children access a higher level of support</p> <p>More staff deliver emotional support in school</p> <p>Children feel happier and more positive in school</p>	<p>Pastoral manager in post with almost complete focus of emotional wellbeing of children</p> <p>2 Listening Matters staff trained to provide more support and bereavement workers also in place</p> <p>Proposal for next year is this gains greater momentum</p>
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Planned Expenditure Academic Year: 2019/20

Actions	Intended outcome	What is the evidence and rationale for this choice	How will you ensure it is implemented well	Staff lead	End of year evaluation
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<p style="text-align: center;">A</p> <p>Implementation of BUG CLUB home and school reading provision</p> <p>Lunchtime staff read with children every day (approx 200 mins per day)</p> <p>Reading Plus for Y5 and Y6</p>	<p>Improved access to reading both at home and at school</p> <p>Trackable from Rec to Y6 to monitor progress for all children</p> <p>Matches Phonics and Early Years curriculum demands</p> <p>Improved reading skills – Y5 focus group to read with greater fluency</p> <p>Improved engagement in reading for those not meeting ARE in current Y2 and Y3</p>	<p>Meets DfE expectations</p> <p>Approved provider</p> <p>Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading</p> <p>Y1 and Y2 data and reading records</p> <p>Progress trackers, internal SIMs data and national test outcomes</p> <p>Phonic checks and children’s assessment books</p>	<p>Whole programme involves assessment activities including online challenges with books allocated by teachers to promote better progress across the school</p> <p>Regular review of individual targets through data collection and pupil progress meetings</p> <p>Monitoring</p> <p>VEO</p>	<p>Laura Macdonald, Rebecca Charlton and Liam Binks</p>	<p>CODE X was purchased and implemented in spring term 2020</p> <p>PALS project worked well but stopped due to covid – elements of this project were very successful eg paired reading but time constraints made it difficult to implement</p> <p>Lunchtime staff did read with children which improved fluency for all and some emotional wellbeing support</p> <p>Floppy Phonics;</p> <p>All phonics books now purchased and matched to phases in letters and</p>
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	<p>Improvements in attainment and progress so that all children reach their full potential</p> <p>Improved attainment in phonics in Reception and KS1</p>				<p>sounds. More still to be done with new reading scheme to be purchased this year</p>
Total budgeted cost					11,550.00
<p>B</p> <p>New Pastoral Manager post to;</p>	<p>Children with persistent absence attend school more</p>	<p>Attendance data</p>	<p>Daily monitoring for persistent absentees</p>	<p>Lindsey Robson (TLR Attendance)</p>	<p>Pastoral Manager now in post and</p>

<p><i>Carry out home visits</i></p> <p><i>Make daily phone calls to absentees</i></p> <p><i>Undertake daily monitoring of attendance</i></p> <p><i>Provide TA cover for TLR Attendance lead</i></p>	<p>frequently and consistently</p>		<p>At least termly monitoring for whole school attendance</p> <p>Termly reporting to governors and meeting with attendance governor</p>	<p>Pastoral Manager</p>	<p>provided highly effective provision.</p> <p>Role needs developing further to highlight exact focus due to complex needs of children in school</p> <p>Reports to governors regarding attendance are now developing</p> <p>Pastoral manager worked throughout lockdown to support families for Emotional Well being and poverty proofing</p>
Total budgeted cost					£15,630.00

<p style="text-align: center;">C</p> <p>New Pastoral Manager post to provide;</p> <p><i>Pupil counselling</i></p> <p>Tom Robson GEM project</p> <p>COL support – councillor provision</p>	<p>Enable children to engage in class and improve regulation of their emotions</p> <p>Greater awareness of GEMS and ability to engage with challenges and setbacks</p>	<p>Behaviour tracking sheets and progress sheets</p> <p>Rate of fixed term exclusions</p> <p>Percentage of returns by lesson and percentage of full time returns to class</p> <p>Pupil questionnaire outcomes/feedback</p>	<p>Pupil leadership meetings, questionnaires</p> <p>Feedback at end of interventions</p> <p>GEM award outcomes at end of each half term – KS2</p> <p>GEM certificates for EYs/KS1</p>	<p>Head teacher</p> <p>Katie Hunter (TLR – Pupil Voice)</p> <p>Pastoral Manager</p>	<p>Half termly gem awards extremely successful and will be continued</p> <p>Unfortunately Tom Robson could not come into school and Counsellor provision was terminated due to changes in funding</p> <p>Impact of both, however, very positive within school</p>
Total budgeted cost					£8,050.00
<p style="text-align: center;">D</p> <p>Speech and Language Therapists</p> <p>0.5 each day on each site</p>	<p>Children are able to communicate effectively and engage with peers and the curriculum</p>	<p>Speech and language assessments and outcome progress following therapy</p>	<p>Speech and language therapists reports to school staff</p> <p>Reported in support plans</p>	<p>SENCO</p>	<p>Provision stilted due to lockdown although some provision still in place for children whose parents engaged. This remains an essential</p>

Teaching Assistants Deliver interventions					provision in our school
Total budgeted cost					£34,583.00
E Children North-East Poverty proofing report and support New Pastoral Manager post provides; Poverty proofing	Equitable access to school life and opportunities to succeed Children and parents recognise the need to support the community of the school	Poverty proofing report Parent questionnaire feedback/outcomes	Termly report to governors Involvement of Accessibility Team (minutes of meetings provided to governors)	Head teacher Pastoral Manager	Pastoral manager supporting poverty proofing project particularly during lockdown Additional member of support staff also engaging in this – role to be developed
Total budgeted cost					£8,250.00
F New Pastoral Manager post provides; <i>Parent support advisor duties</i>	Increased parental engagement opportunities so there are increased links between home,	Low attendance at meetings, events and celebrations	Monitoring of parental attendance	Individual class teachers SLT Pastoral Manager	PSA and Pastoral manager continue to encourage parents to engage with varied success.

COL support – Parent Support Advisor 0.5 per week	school and the community				No events during summer term due to lockdown
Total budgeted cost					£7,900.00
G Supply teachers – to release teachers, enabling planning time Brian Honor sports skills after school club provision Circurama circus skills clubs and provision Teatime club – extended at Infant site and new provision at Junior site	Increased provision outside and within school hours	Poverty proofing Children’s language use and breadth of vocabulary through exposure to new experiences and literature Attendance at after school clubs Questionnaires regarding pupil choice Pupil Leadership Team meetings	Attendance registers from clubs Questionnaire outcomes/feedback PLT minutes	Katie Hunter (TLR Pupil Voice) Class teachers Head teacher	Termly EVALUATION; BH and Circ continues to be successful with excellent engagement Teatime clubs both providing support to families requiring additional care and both operating on the two sites after school every day
Total budgeted cost					£34,920.00

<p style="text-align: center;">H</p> <p>New Pastoral Manager post provides;</p> <p><i>Attendance at TAF and safeguarding meetings</i></p> <p><i>Therapeutic support for staff</i></p> <p>Teaching Assistants – 7x TAs now upskilled to provide;</p> <p><i>Listening matters</i> <i>Lego therapy</i> <i>CBT</i> <i>Behaviour room support</i> <i>Bereavement support</i> <i>NEPACS</i> <i>Nurture Group</i></p>	<p>Families expectations of their children are raised</p> <p>Families are more supported with issues affecting lives</p>	<p>Emotional needs of children impacting on ability to engage</p> <p>Safeguarding and TAF caseload</p>	<p>Record of children attending/participating in interventions</p> <p>Feedback from staff through performance reviews to assess if happy with support in place</p> <p>Caseload levels of DSLs and Pastoral Manager</p> <p>Meeting minutes from DSL team</p>	<p>Head teacher</p> <p>Pastoral Manager</p>	<p>As above</p> <p>Attending safeguarding meetings and providing therapeutic provision for children</p> <p>TA provision fully achieved – all training has been completed and support is being provided to children</p>
Total budgeted cost					£41,857.00