

Pupil premium strategy / self-evaluation

1. Summary information					
School	Windmill Primary School				
Academic Year	2019-20	Total PP budget	85, 925	Date of most recent PP Review	
Total number of pupils	403	Number of pupils eligible for PP	52 children 13% (not inc. EYFS)	Date for next internal review of this strategy	Dec 19

2. Current attainment				
	<i>Pupils eligible for PP (your school)</i> 2016-17 2017-18 2018-19			<i>Pupils not eligible for PP (national average)</i> 2018-19
% achieving expected standard or above in reading, writing & maths	21%	67%	53%	65%
% making expected progress in reading (as measured in the school)	36%	85%	67%	73%
% making expected progress in writing (as measured in the school)	71%	77%	87%	78%
% making expected progress in mathematics (as measured in the school)	43%	70%	87%	78%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language not developed in line with age and lack of understanding of vocabulary, particularly expressive and personal.
B.	Lower level of engagement with school and in their own learning.
C.	Less experiences of using learning behaviours to support progress.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance not above 95%, and is consistently lower than non-PP children.

E.	Lower engagement of parents in wider opportunities offered.	
4. Intended outcomes (<i>specific outcomes and how they will be</i>		Success criteria
A.	For children to have an age-appropriate understanding of language.	<p>Children will know the language and vocabulary relevant to their topic through the use of knowledge organisers.</p> <p>Children will use new vocabulary in their written work.</p> <p>Children will have a greater range of vocabulary to describe their emotions and needs.</p> <p>Children will use vocabulary from additional experience we offer them to support their learning (cultural capital) and will use experience offered through the PP card to support this.</p> <p>PP children enjoy reading and see its importance.</p>
B.	To improve behaviour of learners so that they take more responsibility for their learning. Loss of Golden-time records.	<p>PP children will not be over-represented at loss of golden time.</p> <p>Staff will see a noticeable difference in children' engagement in learning.</p>
C.	Class teachers discussion with PP children about rewards and motivation.	PP children will receive an ongoing increasing amount of Value tokens and Awesome points.
D.	For attendance of PP children to be in-line with non-PP children.	PP and non-PP children will have similar attendance %.

E.	For parents to have more involvement with the school and with their child's learning within and beyond school.	Parents will attend 'parent sessions' and engage with their child's learning within school more regularly. Children will complete home learning tasks consistently, particularly reading. For the PP payment card to impact positively on parents' engagement with the school.
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5. Review of expenditure

Previous Academic Year

2018-19 See previous report**i. Quality of teaching for all**

Action	Intended outcome	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

ii. Targeted support

Action	Intended outcome	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

iii. Other approaches

Action	Intended outcome	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

6. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
T4W training.	For subject leaders to have a clear understanding of the T4W process to implement well across the school with other staff.	T4W already having a positive impact and now needs to be refined and improved to get maximum impact for all children.	Monitoring termly. Regular staff training sessions with a focus on T4W. Progress for PP children will be in line with non-PP children.	NA / JC / LA £200 - training £500 - Release time for NA/JC (6 mornings each)	December
Regular Pupil Progress Meetings to discuss PP children's developing progress and needs.	For teachers to have a good understanding of the development and needs of their PP children.	This ensures that KLD and class teachers have a common knowledge of pupils to offer support and signpost to other staff members.	LA will discuss with KLD outcomes following Pupil Progress Meetings. KLD will have a good understanding of the needs and barriers to learning and the strategies being used across school.	KLD % of salary £1,000	November
Total budgeted cost					£1,700

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
NELI training and resources.	All EYFS children to have access to evidence-based intervention as needed.	EEF Low baseline of vocabulary/language development on entry.	Training EYFS class teacher and TA – to be delivered daily. Other staff to be trained through a roll-out programme.	JM = cover £1,065	December
Social and emotional intervention programmes for children and support for parents.	For children to be able to access learning better due to improved well-being.	Last year's impact was positive. Play therapy. Use of Boxall profile will ensure measuring progress in S + E aspects of learning is easier to see.	AC/AL to report back termly to KLD for any PP children.	AC/AL % of salary £9120 £18400 Play therapy £14,000	November
Pre-teaching for PP (and non-PP as appropriate) children.	For children to come to a lesson with prior knowledge of vocabulary or a concept.	EEF Pre-teaching effectiveness. Positive feedback from this year's trials.	Class teachers to monitor the impact of this. Children will be familiar with a subject before their lesson begins.	KLD % CT/AT wages to deliver intervention £1,000 per class = £14,000	November
Total budgeted cost					£51,585
iii. Other approaches					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?
Pupil Premium payment card.	To engage parents with choice about their child's needs	Previous years' spend ensured that all children accessed wider opportunities, had uniform to fit in with peers, attended before and after school clubs and positive feedback from parents.	Specific choices given to parents on how the money is spent. All trips to be paid for and all children are to attend. KLD monitor how much is spent of trips per year.	KLD £300 per child = £21,000	November
Attendance monitoring and support for parents.	To ensure that PP children attend school as regularly as their non-PP peers.	Last year, PP children did not attend school as regularly as non-PP children.	NR to regularly monitor attendance of all children. LA/SB to contact parents. AC to offer support if needed. SB to arrange meetings.	LA/SB % of salary £2,000	November

<p>Times Table Rockstars, Reading Buddy and Spelling Shed subscriptions.</p>	<p>To help children to access learning from home.</p>	<p>These are online, interactive subscriptions so children can access this learning more independently if they need to do so. Our children enjoy using technology.</p>	<p>Staff training sessions on each of the online subscriptions. Staff to run sessions for parents and children. Children with no Internet invited to a club. Children to access these at Breakfast Club and After School Club.</p>	<p>NA/JC – Spelling Shed - £120 MB – Reading Buddy - £750 CB.BK – Timestable rockstars - £100</p>	<p>November</p>
<p>Year 6 revision packs for all children (PP and non-PP).</p>	<p>To promote independence and responsibility for learning as children get older. To help prepare children for Secondary School.</p>	<p>In previous years, we have seen an increase in children's independence and responsibility when using their revision guides.</p>	<p>JC/BK to implement in a similar way to previous years. KLD will direct this.</p>	<p>JC £10 per child = £600</p>	

Sneaky Peek sessions for EYFS – Year 3	To encourage engagement from parents. To introduce new vocabulary and concepts so children have been pre-taught these.	Previous years have seen some parents engage with this – we want to make it part of our culture.	All class teachers in EYFS-Year 3.	KLD % of teachers salary £1,000 per year group= £4,000	
				Total budgeted cost	£28,570
7. Additional detail					
Total - £87,440					

