

# Wingate Primary School – Pupil Premium Strategy Statement

2020/21

## School overview

Metric	Data
School name	Wingate Primary School
Pupils in school	371
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£167,210.00
Academic year or years covered by statement	2020-21
Publish date	1 <sup>st</sup> September 2020
Review date	1 <sup>st</sup> January 2021 / 12 <sup>th</sup> April 2021
Statement authorised by	Marie-Louise Binks
Pupil premium lead	Marie-Louise Binks
Governor lead	Craig Ryan

## Disadvantaged pupil progress scores for last academic year – 2018/19 *(no data available for 2019/20 due to Covid-19)*

Measure	Score
Reading	-5.9
Writing	-3.7
Maths	-6.9

## Disadvantaged pupil performance overview for last academic year

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2 <i>Reading, Writing and Maths combined</i>	42%
Meeting expected standard at KS2 <i>Reading</i>	47%
Meeting expected standard at KS2 <i>Writing</i>	68%
Meeting expected standard at KS2 <i>Maths</i>	58%

<b>Barriers to future attainment (for pupils eligible for PPG)</b>
Reading skills of children entering the school are well below those expected of children of their age
Children join the school with skills which are well below expected levels for their age for speech, language and communication which make it difficult for those pupils to regulate emotions and engage in the curriculum
Attendance is below national expectations
The opportunities for enriching life experiences is limited for children outside of school
High levels of poverty within the catchment area
Parents social, emotional and mental health issues and lack of confidence to engage with school

<b>Desired outcomes for this group</b>
<b>A</b> Improved reading skills of children well below those expected of children their age
<b>B</b> To improve attainment in phonics in Reception and KS1
<b>C</b> To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning
<b>D</b> To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently
<b>E</b> To raise levels of parental engagement

## Planned expenditure for 2020/21

<b>(A) Improved reading skills of children well below those expected of children their age</b>				
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Implementation of BUG CLUB home and school reading provision	<p>Improves access to reading both at home and at school</p> <p>Trackable from Reception to Y6 to enable monitoring of progress</p> <p>Matches Phonics and Early Years curriculum demands</p> <p>Meets DfE expectations</p> <p>Elements of EEF research projects can be incorporated into the scheme – eg PALS and reciprocal reading</p>	<p>TLR appointment as reading lead</p> <p>Develop reading team across the school</p> <p>Progress will be tracked regularly from with online assessments</p> <p>Home links developed</p>	Laura Macdonald, Rebecca Charlton and Liam Binks	With half termly data review
Implementation of Reading Plus for Y5 and Y6	EEF/FFT promoted programme with high levels of success evidenced in training	Reading Lead to work across Y5 and Y6	Laura Macdonald	Monthly review
Lunchtime staff read with children every day (approx 100 mins per day)	Historical BRP programme in school	<p>Ongoing monitoring by class teachers</p> <p>Books set by class teachers</p> <p>Progress recorded daily by class teachers</p>	All class teachers	Weekly review
<b>Projected spending</b>				<b>£37,500.00</b>

<b>(B) To improve attainment and impact in phonics across the school</b>				
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Introduce phonics groups led by additional adults in Y3	Gaps apparent following summer lockdown and learning missed due to closure – school data is just around national average level due to low starting points	Ongoing assessment of children Children will move between groups as progress/issues arise	Liam Binks Gemma Threadkell	Ongoing and continuous
Floppies Phonics (R-Y3)	Progress in reading in Y1 and Y2 last year Gaps evidenced in Reception More books needed in Y1	Class teacher monitoring Guided reading sessions	Rebecca Charlton	Half termly
<b>Projected spending</b>				<b>£33,585.00</b>

<b>(C) To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning</b>				
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech and Language Therapist to be retained to provide clinical support in school	On site provision so that children are less likely to be	Termly reviews of support plans  Monitoring by SENCO	Emma Phillipson	Ongoing

	<p>discharged due to non-attendance</p> <p>High levels of speech and language difficulties plus high levels of need in Y1 and Y2 children</p>			
Brian Honor sports skills after school club provision	<p>Increased hours of provision inside and outside of school day to improve engagement and experiences</p> <p>Poverty proofing</p> <p>Children's language, use and breadth of vocabulary through exposure to new experiences and literature</p> <p>Questionnaire regarding pupil choice</p> <p>Pupil leadership team minutes</p>	Attendance of after school clubs	Rebecca Davidson	
Circurama circus skills clubs and provision		Questionnaire outcomes/feedback	Liam Binks	
Teatime club – extended at Infant site and new provision at Junior site		Pupil leadership team minutes	Marie-Louise Binks	
Opportunities to Talk extended – listening matters / bereavement support and NEPACS	<p>Supporting emotional wellbeing</p> <p>Helping children to cope with crisis</p>	<p>Evaluations from children and staff concerned</p> <p>Feedback to parents</p> <p>Questionnaire</p>	Annie Docherty	Termly in staff meetings
<b>Projected spending</b>	<b>£66,685.00</b>			

<b>(D) To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently</b>				
Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pastoral Manager involvement to; Carry out home visits Make daily phone calls to absentees Monitor attendance daily Provide TA cover for TLR Attendance lead	More specific targeted support required for certain families where attendance is inconsistent or below average Attendance data Greater ability to breakdown data to specific families/children with attendance issues	Monitoring of attendance data More in depth monitoring for persistent absentees Ensure targeting of specific children/families Termly reporting to governors and meeting with governor attendance lead	Pastoral Manager	Half termly with attendance reports and data
<b>Projected spending</b>				<b>£21,240.00</b>

<b>(E) To raise levels of parental engagement</b>				
<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Pastoral Manager to; Provide parent support advisor duties</b>	Increased parental engagement opportunities to further develop links between home, school and the community  Engagement in welfare calls, parent consultations, feedback comments	Constant ongoing monitoring of parental attendance at events	Pastoral Manager	Ongoing
<b>Projected spending</b>				<b>£8,200.00</b>



## End of 2020/21 Review: aims and actual outcomes

Aim	Outcome (updated/reviewed May 2021)
Improved reading skills of children well below those expected of children their age	Reading Plus data shows an average of 1.6 reading age years progress across the first half of summer term 2021
To improve attainment in phonics in Reception and KS1	Staffing is in place and there is now a tight focus on next steps. 70% passed phonics test in Autumn Term 2020 in Y2. Re-tests will be carried out in June 2021 for those who failed. Tests for Y1 will be conducted in June 2021.
To provide a wide range of opportunities to develop communication and social skills and to enhance learning experiences to engage children in their learning	Number of pupils identified for speech and language support has reduced from 30 (January 2021) to 24 (May 2021) – whilst therapy continues due to the needs of children, 6 have been discharged completely since January 2021
To improve whole school attendance ensuring children with persistent absence attend school more frequently and consistently	<p>2019/20 93.9% average attendance rate            2020/21 96.4% average attendance rate            Figures show that average attendance rate is increasing since the implementation of significant Pastoral Manager interventions</p> <p>Persistent absence – children identified as those with persistent absence;            2018/19 51 children            2019/20 78 children</p>

	<p>2020/21 38 children</p> <p>The persistent absence figure peaked in 2019/20 in large part due to covid-19 anxieties of coming into school during the pandemic. Figures show that the persistent absence has fallen significantly since then and also from pre-pandemic figures</p> <p>Home-school links continue to be strengthened and attendance tightly monitored. Of 38 children currently regarded as persistent absentees, 32 are pupil premium</p>
<p>To raise levels of parental engagement</p>	<p>83% of children engaged in home learning with parental support (Anthony Conlin tracking information)</p>