



Pupil Premium funding strategy 2019/22

Overview

Pupil Premium funding is additional money delegated to schools, matched to the number of pupils who are receiving free school meals (FSM), have received free school meals in one or more of the previous 6 years (Ever 6), are a child looked after, or are a child from a service personnel. It was introduced in April 2011. It is specifically used to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individuals within their responsibility. (DfE website)

At Windhill21 our provision is aimed at improving the progress and attainment of all pupils so groups are similar. For those children who start school with low attainment they should make accelerated progress in order to reach expected standards or above as they move through the school.

Windhill21 has a **moderate** percentage of pupils eligible for Pupil Premium and has succeeded in improving the progress and attainment of those eligible pupils. All staff are aware of the importance of focusing on these pupils and this has led to a systematic approach to identifying need based on data analysis. The progress of PP pupils is analysed in detail. The Pupil Premium grant the school receives is spent in a highly focused and targeted way.

At Windhill21, we endeavour to ensure all children are supported well and calculate carefully how the money is spent. Individual children's provision is recorded in a class provision map which is scrutinised each term.

We consider the following factors when deciding how to spend PPG

1. High Quality teaching and learning

- Research findings as identified by the EEF (Education Endowment Foundation)
- Actions linked to the priorities from the School Priority Plan
- Provide additional support through an Easter booster school for Year 6 pupils.
- Use of Part time Year 6 teacher to extend more able writers and mathematicians
- Intervention is directed where it is necessary with all pupils benefiting from the focus on high quality whole class teaching, meeting the needs of all pupils including quality feedback
- and next steps marking, good quality resources and training.
- TAs are trained to support each child's requirements eg 'catch up', Sp&L, etc

2. Support to socio/economic difficulties

- Focus on punctuality and attendance of all children to increase life chances



- To provide support through protective behaviours and counselling
- Improving Parental/Carer and pupil engagement to support high aspirations with careful identification of the most suitable provision.
- To support parents at consultation meetings
- To identify those eligible early and support those siblings not eligible

3. Enrichment opportunities

- Ensure all PP children attend the educational trips provided to enhance their learning
- Ensure all children have the opportunity to participate in available clubs
- To ensure children have leadership opportunities eg play leaders and lunchtime helpers

Monitoring and Evaluation

We ensure the following:

- Robust systems used to identify pupil premium students
- Parents are encouraged to apply for support if they think they are eligible for FSM.
- Pupils contribute to termly meetings to review their child's needs
- Interventions are adapted or changed if they are not working
- A variety of data is used to track progress and attainment regularly
- A named governor and SLT maintain an overview of PP spending and its impact. They have an in-depth knowledge of the school community and the barriers to learning the children face.

3- year Pupil Premium Strategy

As from September 2019, the DFE recommends schools

- to take a longer-term approach to planning how to use the grant (for example, over 3 year period)
- update their online statement at least once a year, starting from late in the autumn term

Details of proposed spending 2019 - 2020

Number of pupils and pupil premium received	
Total number of pupils on roll (excluding nursery)	450
Total number of pupils eligible for pupil premium (ever 6s excluding nursery)	52 pupils + 2 X CLA
Total amount of PPG received	£95,040



Windhill21 Pupil Premium

Focus	Detail of aims and support	Total cost	Impact and outcomes
SEMH SEMH Support and Family engagement Pastoral Lead and Thrive	<ul style="list-style-type: none"> ➤ Windhill21's Thrive nurture support programme – improved SEMH profiles ➤ Thrive TA afternoons to support interventions and lunchtimes 	£6,300 – programme £9,000 Thrive TA £21,600 - FW	<p>Outcomes:</p> <ul style="list-style-type: none"> ➤ Raised self-esteem ➤ Behaviour for learning ➤ Increased attendance of PP to support academic and SEMH progress ➤ Accelerated progress of LPA and PP ➤ Diminish the difference <p>Measured through:</p> <ul style="list-style-type: none"> ➤ Pupil Voice ➤ Data – Progress and attainment of Disadvantaged children ➤ S+L data ➤ SEMH case studies ➤ Audit of range of opportunities for pupils
Attendance	<ul style="list-style-type: none"> ➤ ½ day fortnightly Pastoral Lead time 	£1,200	
Booster sessions by AHT	<ul style="list-style-type: none"> ➤ Year 6 booster teacher 8hrs a week all year ➤ Year 5/6 booster sessions TA spring and summer terms 	(£28 x 4) x 38 = £4,256 (£10 x 4) x 26 = £1,040	
Intervention TAs afternoon interventions	<ul style="list-style-type: none"> ➤ Targeted maths and literacy interventions – identifying the gaps in pupils' learning and addressing these in afternoon sessions. 	5 p/t TAs equivalents = £30,000	
Accelerated reader Librarian to support	<ul style="list-style-type: none"> ➤ To promote the love of reading in KS2 through assessment 	£2,500	
Speech and Language TA (5 afternoons)	<ul style="list-style-type: none"> ➤ To communicate effectively and develop language skills to support and accelerate the development of literacy and numeracy. 	£4,000	
Read Write Inc.	<ul style="list-style-type: none"> ➤ 1:1 RWI 	£4000	
Enrichment Trip subsidies/Wonder weeks	<ul style="list-style-type: none"> ➤ Engagement, enrichment, opportunities to be aspirational 	£2000 – France £16 per child per year - £7680 (underestimate)	
Music enrichment Herts Strings service	<ul style="list-style-type: none"> ➤ Links with music and attainment. Year 4 	£763.13	
Contingency	<ul style="list-style-type: none"> ➤ Ability to react to need throughout the year 	£2000	

Total PPG received	£95,040
Total PPG expenditure	£95,229.13
PPG overspend	£189.13



3 - Year Pupil Premium Strategy

Barriers for some children include.....	
A	<ul style="list-style-type: none"> ➤ speech, language and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years ➤ additional SEND difficulties ➤ PPG pupils including those with High Ability make less progress preventing high achievement in KS2
B	<ul style="list-style-type: none"> ➤ lower punctuality and attendance rates which reduces their school hours and causes them to fall behind on average ➤ emotional difficulties preventing learning to occur
C	<ul style="list-style-type: none"> ➤ limited opportunities to visit additional places to extend educational outlook

Desired Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> ➤ Improve oral language skills for PP pupils in EYFS and KS1 ➤ Further basic skills for PP pupils especially with SEND ➤ Higher rates of progress across KS2 for PP pupils including those who are higher attaining 	<ul style="list-style-type: none"> ➤ PP pupils in Nursery and Reception class make rapid progress so at ARE by end of year ➤ SEND PP pupils make good progress evidenced through small steps ➤ Accelerate PP pupils especially high attaining so they make as much progress or more as other non-PP children
B	<ul style="list-style-type: none"> ➤ Increased attendance rates and punctuality for all PP pupils ➤ Emotional difficulties supported 	<ul style="list-style-type: none"> ➤ Reduce the number of absences so in line with other children which is above NA and decrease the number of times late ➤ Reduce emotional difficulties so that learning can occur and PP pupils make accelerated progress as measured by Teacher assessments and external tests
C	<ul style="list-style-type: none"> ➤ Ensure all PP pupils can attend educational visits trips and clubs 	<ul style="list-style-type: none"> ➤ PP pupils enrich their curriculum to support their learning and make expected progress as measured by Teacher assessments and external tests

Review of expenditure for 2018/19 of the PPG

A: High Quality Teaching and Learning				
Desired outcome	Chosen approach	Estimated Impact	Comments	Cost
<ul style="list-style-type: none"> ➤ Improve Speech and language skills for PP pupils in EYFS and KS1 	<ul style="list-style-type: none"> ➤ Speech and Language specialist teaching assistant employed -2 x TA (1 x 4 x afternoons 1 x 5 afternoons) 	<ul style="list-style-type: none"> ➤ There is still a negative gap between Reception speaking outcomes and those nationally. 	Cuts in funding may reduce this provision next year.	<p>£3,240</p> <p>£4,000</p>
<ul style="list-style-type: none"> ➤ Further develop basic skills for PP pupils with SEND 	<ul style="list-style-type: none"> ➤ SEND teaching assistant supporting interventions e.g. Fresh Start 	<ul style="list-style-type: none"> ➤ Increased confidence of children ➤ Fresh Start outcomes measured by teacher feedback and Literacy outcomes 	Case studies to be drawn up to show small steps in progress for children who are SEND/PP	£12,000
<ul style="list-style-type: none"> ➤ Higher rates of progress across KS2 including high attaining PP pupils 	<ul style="list-style-type: none"> ➤ 1 teacher afternoon writing booster sessions 3 times a week for 8 weeks Autumn Term ➤ Year 5/6 booster teacher 0.1 Spring and Summer Term ➤ 3 p/t TAs equivalents delivering targeted maths and literacy interventions – identifying the gaps in pupils' 	<ul style="list-style-type: none"> ➤ increased confidence leading into SATs ➤ PP pupils attained and made good progress ➤ Progress was exceptional in maths 	There is still a significant gap (not so much in maths) between higher attaining PP children at KS2 but this cohort is smaller. The progress is a better indicator.	<p>£5,021</p> <p>£2,713</p> <p>£18,000</p>

	learning and addressing these in afternoon sessions.			
➤ Reading development as a core skill	➤ Accelerated reader – librarian to support	➤ Reading results gap is closing – in year 4 and 6 PP children attainment is higher than non-PP	Reading results are not solely down to AR but the smooth running of the programme supports the love and outcomes of reading.	£2,500
B : Social/ Emotional Issues addressed				
Desired outcome	Chosen approach	Estimated Impact	Comments	Cost
➤ Increased attendance rates and punctuality for all PP pupils	To employ Family Worker to <ul style="list-style-type: none"> ➤ work with parents regarding attendance ➤ to put in robust systems to support punctuality and attendance 	Ofsted 2018: ‘Attendance is improving. This is largely due to the family worker, who is tenacious in following up absence. As a result, attendance is now above the national average. The proportion of pupils who are persistently absent is below the national average.’	Attendance is improving and this improvement is being sustained. Nursery attendance is being targeted as an area for development.	£2,400
➤ Emotional difficulties supported	Thrive Programme implemented – led by Family Worker <ul style="list-style-type: none"> ➤ Thrive lunchtime club ➤ Thrive Social and Emotional interventions by TAs 	Ofsted October 2018: ‘The school’s work to promote pupils’ personal development and welfare is outstanding.’	The Thrive Programme is difficult to sustain due to diminishing funds	£6300 – Thrive programme £9,000 Thrive TA £21,600 - FW



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C: Enrichment opportunities increased (other approaches)

Desired outcome	Chosen approach	Estimated Impact	Comments	Cost
➤ Ensure all PP pupils can attend educational visits trips and clubs	<ul style="list-style-type: none"> ➤ Opportunities for all PP to attend Extra-curricular activities and trips e.g. strings ➤ Ensure all PP Yr 6 children are supported to attend week's residential if desired. ➤ Subsidised trips 	<ul style="list-style-type: none"> ➤ Observed excitement and increased knowledge for children across the curriculum ➤ Inclusion ➤ PP end of Key Stage outcomes good 	➤ Family Worker monitors PP children who are ever 6s and FSM as families have changes of circumstances	£2000 – France £16 per child per year - £7680 (underestimate) Music enrichment Herts Strings service £763.13

End of KS1 results (3 PP children) – using in-year data until ASP is updated

2019	Reading	Writing	Maths
% at expected	67%	67%	67%
Pupils not PP	79%	75%	80%

End of KS2 results (14 PP children)

2019	Reading	Writing	Maths	GAPS	RWM
% at expected	93%	86%	86%	100%	71%
Pupils not PP % expected	91%	89%	94%	94%	81%
PP pupil progress	3.55	1.34	4.16		
All pupils progress	5.10	2.03	3.57		
Average on-PP children progress	5.63	2.27	3.37		