

Pupil premium grant impact statement

Pupil premium grant for 2019 to 2020

Wincham CP School currently has 25 pupils (8.3%) receiving pupil premium (PP).



Contents

- Pupil premium grant for 2019 to 2020
- Current pupils on pupil premium grant
- There is no end of year attainment data for Pupil Premium children, as the full school year was not taught due to the lockdown in March.
- Impact of attendance on pupil premium pupils
- Barriers to future attainment (for eligible PP pupils)
- 2020-2021 Pupil Premium Plan

Pupil premium grant for 2019 to 2020

Wincham CP School currently has 25 pupils (8.3%) receiving pupil premium (PP)

£1,320 x 25 = £33,000

Current pupils on pupil premium grant

	Total	Non-pupil premium	Pupil Premium	Percentage of pupil premium
Nursery	21	21	0	0%
Reception	33	31	2	6%
Year 1	38	25	3	7.9%
Year 2	46	41	5	10.9%
Year 3	45	41	4	8.9%
Year 4	39	36	3	7.7%
Year 5	42	38	4	9.5%
Year 6	44	40	4	9.1%

Impact of attendance on pupil premium pupils

	September 2019 to March 2020
Attendance of all pupils within school	96.33%
Attendance of all pupil premium pupils within school	94.08%
Persistent absentees of all pupils (below 90%)	84.35%
Persistent absentees of all pupil premium pupils (below 90%)	83.75%

2019-2020 Pupil Premium Plan

Barriers to future attainment (for eligible PP pupils) It is important to note that PP pupils were disadvantaged by the lockdown, and did not cover the entire curriculum last year. Because of this, we are prioritising all of English & Maths, rather than specific areas identified by end of year assessments.

Potential barriers	Desired outcomes	Success Criteria
KS1 Reading & Writing	Diminish differences for eligible pupils compared to other pupils nationally in English.	Children will achieve targets based on end of EYFS attainment
KS1 Maths	Diminish differences for eligible pupils compared to other pupils nationally in Maths.	Children will achieve targets based on end of EYFS attainment
KS2 Maths	Diminish differences for eligible pupils compared to other pupils nationally in Maths.	To raise attainment in line with national averages for Maths by end of KS2
KS2 Reading & Writing	Diminish differences for eligible pupils compared to other pupils nationally in English.	To raise attainment in line with national averages for English by end of KS2
Resilience and mental health/ emotional well-being	To implement effective programs for mental health first aid training	To improve resilience, self-confidence, mental health and emotional well-being See wellbeing section of School Improvement Plan
Social	To support children in learning and modelling good social behaviour	ELSA support where appropriate
Parental support	Enable pupils to access homework opportunities and additional support	To continue to provide a homework club and opportunity for support/ challenge for curriculum work.

	To enable pupils to engage in extra curricular opportunities/ school activities with cost implications	Children taking up funded extra curricular opportunities as well as accessing financial support for extra curricular opportunities/ school activities with cost implications
	Potential lack of access to digital devices for home learning in case of lockdown	Devices for schools initiative, and school funded devices to be used to access home learning, and paper packs provided as necessary
Attendance	Absence rate of eligible pupils to be maintained at the same level compared to other children	Absence rate of PP pupils in line with non-PP children and below national levels

Current Position:

- Pupil premium is targeted and used effectively to promote progress

Target Position:

1. To ensure PP funding is targeted and used effectively to promote progress.

Aim	Actions	Who	Timescale	Cost	Outcomes
To reduce the ratio of teacher to pupils for Pupil Premium children and therefore for all pupils. TAs help us to have smaller teaching groups for reading, writing and maths which has a positive impact on learning for all pupils but is particularly targeted at those entitled to PP. TA support also allows teachers time to work with individuals and small groups. It is often a TA, additional teacher or specifically trained outside agency who delivers specific interventions which can target a specific learning need or provide a child with valuable mentoring/ nurture time to help their social and emotional development.				???	Increased support from either teachers or TAs for PP children Additional TA support led to smaller group sizes.
To ensure quality teaching for all - Diminish differences for eligible pupils compared to other pupils nationally in Maths	Release Maths subject leads to support staff with planning and delivery, monitor quality of teaching & Learning and progress of PP children	ER/ CG	Termly	£200 per day x 6 = £1200	To raise attainment in line with national averages for Maths by end of KS2 Maths leads supported T&L, also additional support from external consultants with reopening planning
To ensure quality teaching for all	Release English subject lead to monitor	CB / LM	Termly	£200 per day x 6 = £1200	To raise attainment in line with national averages for reading

- Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy	quality of teaching & Learning and progress of PP children				and writing (including spelling and grammar) by end of KS2 Autumn term completed, with actions noted and reviewed. Large focus of time post lockdown was implementation of RWI, raising standards in phonics, including additional TA support in KS1 to reduce the pupil:adult ratio
Other approaches: Maintain absence rate for eligible pupils at current levels compared to other pupils nationally for persistent absence.	To monitor attendance of PP groups and act upon poor attendance working with Education Welfare Service where appropriate	TW		Office staff time £750	To maintain attendance for PP children at current levels PP children offered KW places as necessary and supported with digital devices for home learning where necessary.
Other approaches: Parental support	Enable pupils to access homework opportunities and additional support.	2 x TAs	September onwards, after school on Thursdays	£1000	To provide Homework Club after school Fully met until lockdown.
	To enable pupils to engage in extra-curricular opportunities/ school activities with cost implications			£1900	To fund trips for PP children and 1-1 music tuition where appropriate Fully met until lockdown
	To enable pupils to engage after-school clubs with cost implications			£750	To fund after school clubs where appropriate Fully met when we were able to

	To be able to loan digital devices to children in case of a bubble being sent home to isolate for 14 days.	CB	As required	Approx £300	Children able to access online learning as required Fully met
--	--	----	-------------	-------------	---

No end of year attainment data is available due to the curriculum being disappplied.

The following data is from the **end of 20-21**, showing that over time, PP children have not been adversely affected by lockdown and have continued to make age appropriate progress with their learning.

The data in the tables below shows that attainment and progress of children in receipt of PP funding is at equal to or better than children not in receipt of the funding.

Reading	All	FSM	Non FSM
Y6	36/45 80%	4/4 100%	32/41 78%
Y5	31/42 74%	5/5 100%	26/37 70%
Y4	34/41 83%	7/8 88%	27/33 82%
Y3	35/45 83%	3/4 75%	32/41 78%
Y2	42/45 93%	6/6 100%	36/39 92%
Y1	30/37 93%	2/4 50%	2/4 50%
Rec	27/34 79%	1/3 33%	26/31 84%

Writing	All	FSM	Non FSM
Y6	32/45 71%	3/4 75%	29/41 71%
Y5	30/42 71%	4/5 80%	26/37 71%
Y4	32/41 78%	6/8 75%	26/33 79%
Y3	33/45 73%	3/4 75%	30/41 73%
Y2	33/45	6/6 100%	27/39

	73%		69%
Y1	25/37 68%	2/4 50%	2/4 50%
Rec	25/34 76%	1/3 33%	24/31 77%

Maths	All	FSM	Non FSM
Y6	34/45 76%	3/4 75%	31/41 76%
Y5	33/42 79%	4/5 80%%	29/37 78%
Y4	30/41 73%	6/8 75%	24/33 73%
Y3	32/45 71%	3/4 75%	29/41 71%
Y2	43/45 96%	6/6 100%	37/39 95%
Y1	31/37 84%	3/4 75%	28/33 85%
Rec	28/34 82%	2/3 67%	26/31 84%