

Pupil premium grant impact statement

Pupil premium grant for 2020-2021

Current pupils on pupil premium grant

Impact of attendance on pupil premium pupils

Barriers to future attainment (for eligible PP pupils)

Targets

Data analysis

1
1
3
3
4
6



Pupil premium grant for 2020-2021

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

$$£1,320 \times 25 = £33000$$

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	35	3	8.6%
Year 2	46	41	5	12%
Year 3	45	41	4	9.7%
Year 4	39	36	3	8.3%
Year 5	42	38	4	10.5%
Year 6	44	40	4	10%

Impact of attendance on pupil premium pupils

Attendance	Authorised %
Whole School	2.52%
FSM (ever6)	3.83%
Non FSM	2.38%
Attendance	Authorised %

Barriers to future attainment (for eligible PP pupils)

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 Additional TA support targeted at PP children in KS1, LKS2 for 20-21 and for teacher support for PP children in y6 for 20-21
KS1 Maths	Diminish differences for eligible pupils compared to other pupils nationally in Maths.	Children will achieve targets based on end of EYFS attainment Additional TA support targeted at PP children in KS1, LKS2 for 20-21 and for teacher support for PP children in y6 for 20-21
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 Additional TA support targeted at PP children in Y4 for 20-21 and for PP children in y6 for 20-21, and extra teacher time in a small group for PP children in y6
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 Additional TA support targeted at PP children in Y4 for 20-21 and for PP children in y6 for 20-21, and extra teacher time in a small group for PP children in y6
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, and Play Therapy if necessary
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

Targets

Current Position:					
<ul style="list-style-type: none"> 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 In place apart from during lockdown, leading to higher attainment.
To ensure quality teaching for all - Diminish differences for	Release Maths subject leads to support staff with planning	ER/ CG	Termly	£200 per day x 6 = £1200	To raise attainment in line with national averages for Maths by end of KS2

eligible pupils compared to other pupils nationally in Maths	and delivery, monitor quality of teaching & Learning and progress of PP children				Maths leads supported T&L, also additional support from external consultants
To ensure quality teaching for all - Diminish differences for eligible pupils compared to other pupils nationally in oral language, communication and literacy	Release English subject lead to monitor quality of teaching & Learning and progress of PP children	CB / LM	Termly	£200 per day x 6 = £1200	To raise attainment in line with national averages for reading 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			£1900	To fund trips for PP children and 1-1 music tuition where appropriate

	with cost implications				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

Data analysis

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	6/8 75%	26/33

	78%		79%
Y3	33/45 73%	3/4 75%	30/41 73%
Y2	33/45 73%	6/6 100%	27/39 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%