

## 3-Year Pupil Premium Strategy / Self-evaluation

1. Summary information					
School	Windale Primary School				
Academic Years	Total pupil numbers	PP eligible pupils	PP income	Date of most recent full review	July 19
19/20	245	134 (55%)	174,200	'light touch review 1'	July 20
20/21 (estimate)	237	115 (49%)	162,675 (5xLAC, 3X SGO, 107 x PP and Ever 6)	'light touch review 2'	July 21
21/22 (estimate)	235	115 (49%)	160,330 (5xLAC, 3X SGO, 107 x PP and Ever 6)	Date of planned full review	July 22

2. Current attainment 19-20		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% of children reaching GLD	43%	77% (72%)
% of children with no SEND reaching GLD	75%	80%

<b>% of pupils meet expected standard Yr1 phonics check</b>	<b>57% (8/14)</b>	88% (14/16) <b>(82%)</b>
<b>% of pupils with no SEND meet expected standard Yr1 phonics check</b>	<b>100% (8/8)</b>	95% (13/14)
<b>% of pupils working ARE and GD and end of KS1 - W</b>	<b>83% (10/12)</b>	31% (5/16) <b>(69%)</b>
<b>% of pupils with no SEND working ARE and GD and end of KS1 - W</b>	<b>100% (10/10)</b>	50% (4/8)
<b>%of pupils working ARE and GD and end of KS1 – R</b>	<b>83% (10/12)</b>	63% (10/16) <b>(75%)</b>
<b>%of pupils with no SEND working ARE and GD and end of KS1 – R</b>	<b>100% (10/10)</b>	63% ( 5 / 8)
<b>%of pupils working ARE and GD and end of KS1 - M</b>	<b>67% (8/12)</b>	69% (11/16) <b>(76%)</b>
<b>%of pupils with no SEND working ARE and GD and end of KS1 - M</b>	<b>80% (8/10)</b>	88% ( 7 / 8)
<b>KS1 to KS2 progress -R</b>	<b>+3.7</b>	+6.8
<b>KS1 to KS2 progress -W</b>	<b>-2.4</b>	+4.0
<b>KS1 to KS2 progress -M</b>	<b>+1.0</b>	+5.2
<b>% of pupils working ARE and GD and end of KS2 – R</b>	<b>56% (9/16)</b>	67%(18/27) <b>(73%)</b>
<b>% of pupils with no SEND working ARE and GD and end of KS2 – R</b>	<b>100% (8/8)</b>	79% (15/19)
<b>% of pupils working ARE and GD and end of KS2 – W</b>	<b>31% (5/16)</b>	59% (16/27) <b>(78%)</b>
<b>% of pupils with no SEND working ARE and GD and end of KS2 – W</b>	<b>63% (5/8)</b>	84% (16/19)

<b>% of pupils working ARE and GD and end of KS2 - M</b>	<b>38% (6/16)</b>	<b>67%(18/27) (79%)</b>
<b>% of pupils with no SEND working ARE and GD and end of KS2 - M</b>	<b>50% (4/8)</b>	<b>89% (17/19)</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Number and scribing skills in Nursery and Reception are lower for disadvantaged children than for other children. This slows progress in subsequent years.	
<b>B.</b>	Disadvantaged children with SEND are underachieving (compared to the rest of the cohort) in all core subject areas.	
<b>C.</b>	Disadvantaged children have poor oral language skills on entry to Reception	
<b>D.</b>	Disadvantaged children do not achieve as well as all children nationally in Reading, Writing and Maths by the end of KS1.	
<b>E.</b>	Disadvantaged children do not achieve as well as all children nationally in Writing and Maths by the end of KS2.	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>F.</b>	Attendance rates for disadvantaged children are 92.3% (below the school target of 96%) (July 2019). This is having a detrimental impact on their attainment and progress.	
<b>G.</b>	Disadvantaged children have limited experiences to develop character compared to their peers.	
<b>H.</b>	Boys, who are eligible for PP and have SEMH difficulties are involved in more behaviour incidents than children who are not eligible for PP.	
<b>I.</b>	Analysis of KS2 SATS results in 2018 and 2019 showed that disadvantaged children underperformed in test conditions when compared to 'mock' tests.	
<b>J.</b>	Disadvantaged families do not engage in supporting learning as much as their peers.	
<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>		<b>Long term success criteria</b>

		19/20	20/21	21/22
A.	The proportions of disadvantaged pupils achieving GLD for Maths will be similar to that of non-PP.	<p>Increased percentages of disadvantaged children achieving GLD from 2019.</p> <p>Maths: 75% (gap 4%)</p> <p>Data analysis in Spring 2, before the Covid-19 outbreak showed: PP children outperform Non-PP by 17.5% (PP:81.8%)</p>	<p>Increased percentages of disadvantaged children achieving GLD from 2020.</p> <p>Maths:79%</p>	<p>Increased percentages of disadvantaged children achieving GLD from 2021.</p> <p>Maths: 82%</p>
B.	The progress rates of children considered both disadvantaged and SEND will accelerate and attainment gaps narrow for Reading, Writing and Maths.	<p>FFT predictions for progress are met and attainment gaps between PP and PP with no SEND are narrowed compared to 2019:</p> <p>R: 19% W: 11 % M: 17%</p> <p>Target met in Autumn term and maintained until Spring 2 (before the Covid-19 outbreak).</p>	<p>FFT predictions for progress are met and attainment gaps between PP and PP with no SEND are narrowed compared to 2020:</p> <p>R: 11 % W: 8 % M: 12 %</p>	<p>FFT predictions for progress are met and attainment gaps between PP and PP with no SEND are narrowed compared to 2021:</p> <p>R: 5 % W: 5 % M: 5 %</p>

<p><b>C.</b></p>	<p>On entry to Year 1, the language gap will have closed between disadvantaged and non-disadvantaged pupils.</p>	<p>Increased percentages of disadvantaged children achieving GLD from 2019.</p> <p>GLD: 21% gap moves to 12%</p> <p>R: 6% gap moves to 3% gap</p> <p>W: 13%gap moves to 10% gap</p> <p>Target cannot be measured due to Covid-19. New targets to be set in September 2020</p>	<p><i>Review of targets based on new baseline assessments in Aut 1, due to Covid-19 outbreak in Spring 2, 2020.</i></p> <p>Increased percentages of disadvantaged children achieving GLD from 2020.</p> <p>GLD: 6%</p> <p>R: 0 %</p> <p>W: 5%</p>	<p>Increased percentages of disadvantaged children achieving GLD from 2021.</p> <p>By 2022, the attainment of language skills will be of a similar level between the disadvantaged and non-disadvantaged group.</p>
<p><b>D.</b></p>	<p>By the end of KS1, disadvantaged pupils, who are not SEND, will achieve in line with national averages for Reading, Writing and Maths.</p> <p>The 2019 KS1 cohort of Pupil Premium children were high attaining children and targets for the following KS1 cohorts need to be based on the different individuals coming up through school. Therefore targets will be set in September 2020 based on the outcomes of KS1 2020.</p>	<p>Summer 2020 data for disadvantaged pupils, who are not SEND, will be at least:</p> <p>R: 53%</p> <p>W: 41%</p> <p>M: 35%</p>	<p>Increased percentages of disadvantaged pupils, who are not SEND, achieving ARE from 2020.</p> <p>R: from 53% to 60%</p> <p>W: from 41% to 55%</p> <p>M: from 35% to</p>	<p>Disadvantaged pupils, who are not SEND, achieve in line with their non-PP peers Nationally in R,W,M by the end of KS1.</p>

			55%	
E.	By the end of KS2, disadvantaged pupils who are not SEND, will achieve in line with national averages for Reading, Writing and Maths.	<p>Summer 2020 data for disadvantaged pupils, who are not SEND, will be at least:</p> <p>R: 60%</p> <p>W: 63%</p> <p>M: 65%</p> <p>Targets in Reading (62%) and Maths (69%) were exceeded in Spring 1. Writing was going to be the focus after SATs. This target has not been met due to COVID-19 outbreak.</p>	<p>Increased percentages by at least 5%, of disadvantaged pupils, who are not SEND, achieving ARE in Reading, Writing and Maths from 2020</p> <p><i>(comparison will be made with Mock SATs for Maths and Reading, and internal moderation that took place at the end of Spring 2 for Writing).</i></p>	Disadvantaged pupils, who are not SEND, achieve in line with their non-PP peers Nationally in R,W,M by the end of KS2.
F.	Raised attendance and punctuality of PP children.	<p>Summer 2020 attendance and punctuality analysis report shows rise in attendance from 92.3% (2019) to 94.5%(2020)</p> <p>In April 2020</p>	<p>Summer 2021 attendance and punctuality analysis report shows rise in attendance from 94.5% (2020) to 95% (2021)</p>	By the end of 2022, attendance and punctuality of PP children is above 96% (in line with the national expectations)

		(before the Covid-19 outbreak) the attendance was 96%.		
G.	Increase the wider curriculum opportunities for disadvantaged pupils to enable them to keep up with non-disadvantaged pupils.	<p>Enrichment activities report in Summer 2020 outlines a term-on-term increase of disadvantaged take up of extra-curricular activities/school trips and experiences.</p> <p>This target is met (52% average engagement compared to previous 37%)</p>	<p>Enrichment activities report in Summer 2020 indicates an increased take up of extra-curricular activities/school trips and experiences for disadvantaged pupils from 2020</p>	<p>100% of disadvantaged pupils access an extra-curricular activity/participate in school trips and experiences.</p> <p>Attainment of disadvantaged and non-disadvantaged pupils, who are SEND, is of a similar level across all subjects.</p>
H.	Reduce the number of behaviour incidents involving PP boys.	<p>Summer 2020 behaviour analysis report shows a decrease of behaviour incidents involving PP boys, from 49 (summer 2019) to 20.</p> <p>This target was met until Spring 2 (before the Covid-19 outbreak), 13</p>	<p>Summer 2021 behaviour analysis report shows a decrease of behaviour incidents involving PP boys, from 20 (summer 2020) to 10.</p>	<p>Number of behaviour incidents involving PP boys is significantly low (3).</p>

		incidents were recorded involving PP boys.		
I.	Increase the emotional well-being of disadvantaged pupils so it impacts positively on pupil outcomes and achievements.	<p>EduKit results for pupils in KS2 indicate positive progress in well-being from 2019 starting points.</p> <p>This is not applicable as we were aiming to launch this Survey from Spring 2 onwards. We will start from Autumn 2020. Use of EduKit from September 2020 and target to move to the next academic year.</p> <p>Positive results from ULT, Edurio Survey.</p> <p>Jan 2020 results were positive overall (see relevant report)</p> <p>A whole-school tracking system is in place which tracks the pupil</p>	<p>EduKit results for pupils in KS2 indicate positive progress in well-being from 2019 starting points- same target as previous year.</p> <p>Increased positive results from Learning from Learners Survey of disadvantaged pupils compared to 2020 outcomes.</p> <p>The whole-school tracking system will indicate a higher number of disadvantaged pupils will have had a pupil leadership role compared to 2020.</p>	<p>EduKit results for pupils in KS2 indicate increased positive progress in well-being compared to 2020 outcomes.</p> <p>By the end of KS2, 100% of disadvantaged pupils will have had a pupil leadership role.</p> <p>100% of disadvantaged pupils will have high well-being which is evidenced through pupil questionnaires and surveys.</p> <p>Attainment of disadvantaged and non-disadvantaged pupils, who are SEND, is of a similar level across all subjects.</p>



		leadership roles of disadvantaged pupils. <b>This target is met.</b>		
J.	Increase the % of PP families engaging in wider curriculum learning opportunities and events.	Attendance of PP families in wider curriculum learning opportunities and events is 45%. <b>This target is met : total average 52%.</b>	Attendance of PP families in wider curriculum learning opportunities and events has increased by 5%.	Attendance of PP families in wider curriculum learning opportunities and events is 65%.

5. Review of expenditure				
Previous Academic Year		2018 - 2019		
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

<p>Staff training on developing numeracy skills through focus groups delivered by NB</p> <p>Each member of nursery staff to have dedicated focus pupils.</p> <p>Deputy Head to lead in Nursery 1 day per week to support numeracy skills in pupils eligible for PP.</p> <p>Daily 15 minute maths inputs now planned by nursery lead</p> <p>Environment learning walks to ensure key mathematics resources available to all children.</p> <p>Staff directed to encourage use of mathematical toys and games when appropriate.</p> <p>Weekly music lessons designed to re-enforce the teaching of basic number skills.</p> <p>Number of the week interactive table introduced in nursery.</p> <p>Outdoor environment has more number-related activities available. Number now embedded into the environment.</p>	<p><b>A.</b> Improved numeracy skills in Nursery and Reception children. At least 65% of Reception PP children to achieve GLD</p>	<p>Children working at ARE</p> <p><b><u>Nursery:</u></b></p> <p>Number: Autumn 1: 29.6%</p> <p>Summer 2: 75%</p> <p><b><u>Reception:</u></b></p> <p>Number: Autumn 1: 23.1%</p> <p>Summer 2: 77.8%</p> <p><b><u>2018 - 2019 - Reception</u></b></p> <p><b>PP = 43%</b></p> <p><b>Non - PP = 77%</b></p>	<ul style="list-style-type: none"> <li>➤ Daily Maths inputs to continue in Nursery and Reception during academic year of 2019 - 2020.</li> <li>➤ Phase Leader release time to continue to ensure continued support for EYFS staff,</li> <li>➤ Key Groups in Nursery enabled staff to have a dedicated focus on key pupils.</li> <li>➤ Maths environment to be added to environment checklist to be included in monitoring cycle.</li> </ul>	<p>£4,560</p> <p>no cost</p>
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<p>HSLW support for identified children</p> <p>MC to set up small groups of PP pupils and train up TAs and teachers on how to identify needs, run small focus groups and move pupils forward around the school. Year 5 and Year 3</p> <p>Identify a targeted behaviour intervention for identified students – Silver Stars interventions. Planned for delivery by HSLW</p> <p>Use HSLW to engage with parents before intervention begins.</p> <p>Develop restorative approaches and focus on positive behaviours. - developed from the Paul Dix book. Teacher focus group supporting a move towards positive discipline.</p> <p>Offer free places at Breakfast Club for children eligible for PP. Free Bagels for all pupils extended till 8:35 a.m.</p> <p>Assistant Head to develop and train all staff in restorative justice approach to resolving conflicts between children.</p>	<p><b>B.</b> All children eligible for PP support will display positive behaviours for learning, for playground behaviour and for interactions with the community.</p> <p>FTE of children eligible for PP children to reduce to less than 20 days.</p> <p>No. of behaviour incidents to reduce from 27 children in Summer to less than 15 children eligible for PP being involved in behaviour incidents.</p>	<ul style="list-style-type: none"> <li>➤ Classroom support was carefully planned and TAs were receiving weekly training (linked to the SIP) in understanding, recognising and managing the additional needs of children with SEND, in particular children who have social, emotional and mental health difficulties, as these were the children involved in the majority of the incidents.</li> <li>➤ Playground zoning has reduced the number of low-level lunchtime behaviour incidents significantly.</li> <li>➤ 7/16 children (44%) who received an internal seclusion in Summer term were eligible for PP; a slight decrease from the Autumn term and Spring Terms.</li> <li>➤ Class teachers have been reminded to ensure the PSHCE curriculum is a priority in their weekly timetable, enabling the teaching of strategies to manage feelings are explicitly taught.</li> <li>➤ Interventions for key children have been in place and are monitored closely throughout the year. The provision maps for the Autumn Term, Spring Term and Summer Term have been evaluated and have shown that when interventions happened consistently, children made accelerated progress; however, many of the interventions were not taking place consistently due to staff being asked to cover classes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to develop TAs and teachers on how to identify needs and how to run appropriate interventions (see CPD plan).</li> <li>➤ Teachers to continue to run well-planned and focused interventions in order to fill gaps and develop stamina for writing, reading and maths.</li> <li>➤ New behaviour policy to be in place in order to reinforce positive behaviours.</li> <li>➤ The Deputy Head and SENCo will continue to apply for EHCPs for key children and she will offer training on the implementation of the new behavioural policy.</li> <li>➤ Analysis of vulnerable groups indicates that still far more boys are involved in behaviour incidents than girls. Fewer children on the SEND register have been involved in behaviour incidents this term than the rest of cohort. All children on the SEND register have had teachers complete QCA behaviour audits at the end of Summer Term 2. These will be used to ensure the appropriate intervention is in place for children in the Autumn Term. Self esteem, anger management/ dealing with feelings and anxiety interventions are being run by HSLWs and the majority of the children in these groups are boys.</li> </ul>	<p>£760</p> <p>£5,700</p> <p>£2,280</p> <p>£1,440</p> <p>£1,270</p> <p>£17,242</p>
<p>CPD on providing challenge for high attaining children.</p> <p>CPD on quality first teaching with a focus on questioning (IRIS camera use).</p> <p>Staff training in supported Reading Interventions in</p>	<p><b>C.</b> The gap between children eligible for PP and those who are not to close.</p> <p>At least 75% of children who are eligible for PP to</p>	<ul style="list-style-type: none"> <li>➤ The target hasn't been met. However, when we look at the children eligible for PP with no SEN, the gap is closed (see Pupil Premium Comparison Summer 1 2019). Once the SEND pupils are removed from the PP data, the groups are performing better than the non-PP group. In the whole of KS1 and 2, the issue with the data is SEND, not PP.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Reception pupils introduced to storytelling. Teachers are regularly scribing for pupils. Lesson observation reports that pupils now want to write independently. This needs to continue.</li> <li>➤ Mastery approach to Maths enables all children to achieve their full potential. Maths mastery approach to continue taking place this year.</li> <li>➤ The Maths club (Year 10 boys promoting a love of</li> </ul>	<p>£4,104</p> <p>£7,104</p>

<p>Year 1 and Year 2</p> <p>Reciprocal reading and supported reading training for all relevant staff. New staff joined in Year 4.</p> <p>Intervention training for TAs and teachers led by Deputy Head and SENCO. Delivered as writing INSET by Deputy Headteacher.</p> <p>Use INSET days and staff meetings to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning.</p> <p>Training and Monitoring walks of supported reading. Assessment of Reading in Year 1 and Year 2.</p> <p>Monitoring of Teaching and Learning across the school.</p> <p>18 reading volunteers supporting Pupil Premium pupils across the school to close attainment gap.</p> <p>Reading Rockets competition</p> <p>SLT working 1 to 1 with teachers to improve the quality of teaching writing.</p>	<p>reach ARE in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> <li>➤ Year 5 (current Year 6) has the best 'working at' percentage at KS2. This is the year group that has trialled pre- and post-teaching interventions. It also has the smallest PP gap. With the removal of SEND pupils, PP children are performing equally (if not slightly better) than their non-PP peers.</li> </ul>	<p>maths) run once a week after school for 18 Pupil Premium pupils.</p> <ul style="list-style-type: none"> <li>➤ Reading Quest intervention was in place for 4 Pupil Premium Pupils in year 5 and was highly successful. These interventions are starting again on Aut 1, Wk 2. Children with SEND are a focus on the SIP.</li> <li>➤ Pre- and post- teaching interventions have had great and rapid impact on pupils' outcomes. These need to continue in 2019/20.</li> </ul>	<p>£1.200</p> <p>£2,052</p> <p>£5,700</p>
<p>CPD on improving quality first teaching, with a focus on developing higher-order questioning skills.</p> <p>Teachers to use IRIS connect software to support self reflection and</p>	<p>D. All teaching and learning to be Good or better in all subject areas.</p> <p>Targeted PP interventions have rapid and</p>	<p><u>Autumn Term (2018 - 2019) Teacher Performance</u></p> <ul style="list-style-type: none"> <li>➤ 9% = Inadequate</li> <li>➤ 55% = Requires Improvement</li> <li>➤ 36% = Good</li> </ul>	<ul style="list-style-type: none"> <li>➤ SLT to continue to work 1:1 with teachers to improve the teaching of English and Maths across the school.</li> <li>➤ CPD focus to continue to be Teaching and Learning. New members of staff to be introduced to the Rosenshine's principles and the Windale</li> </ul>	<p>RIS camera cost (see above)</p>

<p>improvement. - moved to looking at online CPD provided by ULT.</p> <p>SLT to develop TA and teacher interventions to support PP pupils in closing the gap in reading and writing.</p> <p>SLT to support PP pupils in years 2 and 6 to close the gap in mathematics.</p> <p>Modify planning format in writing to demonstrate that PP pupils are supported in class.</p>	<p>sustained impact on progress and attainment data.</p>	<p><u>Summer Term (2018 - 2019) Teacher Performance</u></p> <ul style="list-style-type: none"> <li>➤ 20% Requires Improvement</li> <li>➤ 80% = Good</li> </ul>	<p>approaches to teaching and learning. Clear focus on feedback for term 2.</p> <ul style="list-style-type: none"> <li>➤ CPD for NQTs to continue to be targeted based on the ofsa guidelines and the school's improvement plan.</li> <li>➤ TA weekly training sessions to continue.</li> <li>➤ Assessment for learning (formative and summative) is vital to inform next steps and support for each pupil.</li> </ul>	<p>Cost included above</p> <p>£4,560</p> <p>no cost</p>
<p>New approach to teaching of writing introduced to teachers as INSET.</p> <p>New planning format to be trialled to ensure teachers engage the pupils in writing activities.</p> <p>New planning format includes a 'focus pupils' column so PP support in class can be monitored.</p> <p>Medium term topic planning to include 'writing opportunities' to engage pupils in writing outside of English lessons.</p>	<p>E. Writing improves in all subject areas such that all pupils report that writing is fun and engaging.</p>	<ul style="list-style-type: none"> <li>➤ Despite actions being embedded across the school, pupils still reported not enjoying writing in the ULT Pupil Voice.</li> <li>➤ Writing data seems to be lower than the other subjects across the school.</li> <li>➤ New approach to planning and teaching writing only introduced in Spring 2. Impact cannot be measured yet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Approach to writing to remain consistent.</li> <li>➤ ULT English schemes of work to be embedded across the school.</li> <li>➤ ULT wider curriculum schemes of work to be embedded from September 2019 to ensure writing opportunities across the curriculum.</li> <li>➤ Children reported enjoying writing more when writing about personal experiences e.g. residential - new curriculum links to extended opportunities to be embedded.</li> </ul>	<p>£2,052</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>
<p>See sections A-E above.</p> <p>Additional focus on PP + SEND boys (the group with the lowest attainment and progress data) to be introduced in January to ensure these pupils are highlighted for support at</p>	<p>G Quality first teaching enables all children, especially those in PP SEND group, to make accelerated progress in line with any individual</p>	<p>see above in section D.</p>		<p>£6,750</p>

every opportunity. SLT to model appropriate growth-mindset with PP SEND pupils.	identified needs.			£4,160
			Total budgeted cost	£70,874

**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
	<b>A.</b> Improved numeracy skills in Nursery and Reception children. At least 65% of Reception PP children to achieve GLD (meeting the standard for the whole cohort for 2017 / 2018)	See above		
	<b>D.</b> All teaching and learning to be good or better in all subject areas.  Targeted PP interventions have rapid and sustained impact on progress and attainment data.	See above		
	<b>E.</b> Writing improves in all subject areas such that all pupils report that writing is fun and engaging.	See above		

<p>Pira and Puma tests (alongside mock SATs tests for Years 2 and 6) to be introduced 3 times per year to establish a familiarity with test conditions.</p> <p>PP pupils identified as needing additional support to improve test performance identified by January 2019.</p> <p>Additional support (1 to 1 where necessary) from an identified trusted adult in place for National Tests in May for Reception, Year 1, Year 2 and Year 6.</p>	<p>F. PP pupils engage positively with tests and scores match their teacher assessment.</p>	<ul style="list-style-type: none"> <li>➤ All PP children engaged positively with tests by the end of the year. Some more vulnerable PP children were supported in small groups/ on an individual basis.</li> <li>➤ 100% of PP children with no SEN succeeded in KS2 Reading SATs, and 63% and 50% in Writing and Maths respectively.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Booster teacher in Year 6 worked with vulnerable children in small groups until lunch.</li> <li>➤ Timetable variation in KS2 had a massive impact on pupils' outcomes.</li> <li>➤ Pira and Puma tests in Aut 1 did not give an accurate picture of the school. This was mainly because the children were not trained and exposed enough on how to sit the papers and the teachers were not aware of how to effectively administer the tests. Staff CPD on how to administer the tests will take place before the assessment week.</li> </ul>	<p>£3,400</p> <p>£120</p> <p>£6,720</p>
<p>IntoUniversity to run workshops to engage and develop the aspirations of years 4, 5 and 6. They will also provide additional weekly mentoring sessions for PP pupils when parents apply.</p> <p>Small group nurture interventions for PP pupils (Run by HSLW) will include discussions about holidays, events and school trips alongside developing values and virtues to promote good learning behaviours.</p>	<p>J. Develop PP children's character education to give broad and balanced experiences.</p>	<ul style="list-style-type: none"> <li>➤ Feedback from Year 5 PP children showed that residential and trips help them understand the world around them. Children's wellbeing was improved.</li> <li>➤ Parents and children benefited from the IntoUniversity workshops and presentations. Positive feedback was given after the events.</li> <li>➤ The PP children, who have been elected as school counselors, have been actively promoting the school's values and have been engaged in activities that help the school community grow.</li> <li>➤ Eco - Schools Silver Award was received for continued work on healthy living and being active citizens within the community.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Residential and trips (at least one per term) to be organised from class teachers. Phone calls to encourage parents to sign up for school trips. Schools trips have impact on vulnerable groups.</li> <li>➤ Cinema trip and pantomime trip for the whole school to continue next year.</li> <li>➤ Athletics differentiated so that all pupils can easily win prizes, certificates and class treats.</li> <li>➤ Weekly assemblies focused on the school and British values to continue taking place.</li> <li>➤ PSHE curriculum to be updated and launched in September.</li> </ul>	<p>£1,400</p> <p>£1,520</p>
			<p>Total budgeted cost</p>	<p>£27,130</p>
<p>iii. Other approaches</p>				

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
	<p><b>B.</b> All children eligible for PP support will display positive behaviours for learning, for playground behaviour and for interactions with the community.</p> <p>FTE of PP children to reduce to less than 20 days.</p> <p>No. of behaviour incidents to reduce from 27 children in Summer to less than 15 children being involved in behaviour incidents.</p>	See above		
	<p><b>E.</b> Increased attendance rates from 94% (2017 – 2018) to 96%, in line with the rest of cohort and school target.</p>	See above		
	<p><b>J.</b> Develop PP children's character education to give broad and balanced experiences.</p>	See above		



<p>Improve Curriculum Newsletter to make it more engaging for all parents.</p> <p>Additional parents meetings now planned for PP pupils with SEND.</p> <p>SWIFT course (ASD) provides parental support for any parents with pupils with ASD.</p> <p>Parents Evenings discussions based on providing information on where pupils are successful, and pupil targets for development.</p> <p>Reception to introduce 'Stay and Play' sessions every morning from 8:45 till 9:00 a.m. to encourage parents to take part in pupils learning activities.</p> <p>Parent Workshop Assemblies are planned throughout the year - pupils share important aspects of their learning with parents.</p> <p>SLT to 'meet and greet' parents on the playground at 8:40 and 3:15. every day whenever possible.</p> <p>After School library sessions will be used to further engage parents with the school. A new library section will open specifically for parents to encourage more parents to engage with reading.</p>	<p>K. Engage PP families in learning opportunities.</p>	<p>➤ All actions achieved resulting in better engagement of PP families in all opportunities available within school.</p>	<p>➤ Assemblies arranged throughout the year to 'teach' parents about aspects of the school. Assemblies to continue in 2019/20.</p> <p>➤ HSLW making regular phone calls home to maintain excellent communication with PP families.</p> <p>➤ SLT available at the start and end of the day to meet/talk with parents.</p> <p>➤ New reading project designed to engage parents and pupils with reading at home.HSLW trained to run Parent engagement classes – starting in January.</p> <p>➤ Year 6 Into-University graduation day attracted 36 parents – 4x previous year.</p> <p>➤ Phone calls home encourage 32/37 pupils to sign up for loW trip in year 5.</p> <p>➤ Pupil Premium pupils given free places on year 6 trip to Bletchley Park. Residentials with bursary schemes for PP to be preferred.</p>	<p>£400</p> <p>£3,600</p> <p>£9,460</p> <p>no cost</p>
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**6. Planned expenditure**

<b>Academic years</b>	<b>2019 - 2022</b>
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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.**

<b>Action</b>	<b>Intended outcome</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>
A. Scribing and Reading are further developed across EYFS to enable disadvantaged children to meet their end of year targets.	100% of disadvantaged children in EYFS achieve their targets in Reading and Writing.	EEF Teaching and Learning Toolkit: Feedback +8 Oral Language Interventions +5 Early Years Interventions +5 Teaching Assistants +1 Phonics +4	<ul style="list-style-type: none"> <li>Continued CPD on the purpose and benefits of scribing.</li> <li>CPD on subject knowledge linked to reading KPIs in Development Matters.</li> <li>Embedding of a language rich environment.</li> <li>A systematic approach to the teaching of Phonics is embedded in Nursery.</li> </ul>	S RA MP	Dec 2019 April 2020 July 2020
A. and C. Further embed adult-pupil engagements so that all staff have good or better engaging qualities in EYFS.	Disadvantaged children access a highly effective, language rich provision which increases their vocabulary.	EEF Teaching and Learning Toolkit: Feedback +8 Oral Language Interventions +5 Early Years Interventions +5 Teaching Assistants +1	<ul style="list-style-type: none"> <li>Monitoring of EYFS planning.</li> <li>EYFS learning walks.</li> <li>Monitoring of Learning Journeys.</li> <li>Pupil Conferences.</li> <li>Data analysis.</li> </ul>	KGH KW SS	Dec 2019 April 2020 July 2020
A., B., C., D and E. Ensure high quality modelling and questioning is embedded	Improved recall and retention across the curriculum of disadvantaged pupils	EEF Teaching and Learning Toolkit: Feedback +8 Individualised Instruction +3	<ul style="list-style-type: none"> <li>Implement recommendations from EEF guidance report.</li> <li>CPD offer.</li> </ul>	KGH KW ES SS	Dec 2019 April 2020 July 2020

in all lessons.	which impacts on improved cognitive skills.	Mastery Learning +5 Teaching Assistants +1 Meta-cognition and Self-regulation +7 Social and emotional learning +4	<ul style="list-style-type: none"> <li>• Learning Walks.</li> <li>• Book Looks.</li> <li>• Pupil Conferences.</li> <li>• Support from Subject Leaders.</li> </ul>	BS MP	
C., D. and E. Mastery approach is implemented accurately so that disadvantaged children acquire deep knowledge and understanding of key facts and concepts and are able to recall and apply what they have learnt at another point in the future.	Accelerated progress in all disadvantaged children; children able to know and remember more.	EEF Teaching and Learning Toolkit: Mastery learning +5 Collaborative learning +5 Feedback +8 Metacognition and self-regulation +7 Within-class attainment grouping +4	<ul style="list-style-type: none"> <li>• CPD on the mastery approach.</li> <li>• Use of Power Maths.</li> <li>• SLE support.</li> <li>• ULT Maths Lead support.</li> <li>• Formal observations.</li> <li>• Drop ins.</li> <li>• Learning walks.</li> <li>• Book looks.</li> <li>• Planning.</li> <li>• Data analysis.</li> </ul>	BS ES KGH KW SS	Formal observations: 1/term Drop ins: weekly/fortnightly SLE support 2019-20 Book looks: 1/half term Planning: Fortnightly
D. and E. Further embed Rosenshine Principles so teaching is consistently good or better and individual needs are well met.	Disadvantaged children access highly effective teaching which results in accelerated progress and pupil targets being met.	EEF Teaching and Learning Toolkit: Feedback +8 Individualised Instruction +3 Mastery Learning +5 Teaching Assistants +1 Meta-cognition and Self-regulation +7	<ul style="list-style-type: none"> <li>• Monitoring of planning;</li> <li>• Learning walks;</li> <li>• Pupil Conferences;</li> <li>• Monitoring of books;</li> <li>• Support from Subject Leaders;</li> <li>• CPD offer;</li> <li>• CM reports/data analysis</li> </ul>	KGH KW ES SS	Half termly Year 2 and Year 6 Achievement Meetings:  Oct 2019 Dec 2019 Feb 2020 April 2020 May 2020 July 2020
D. and E. New Assessment and Feedback guidance is introduced.	Children are provided with timely and purposeful feedback impacting positively on outcomes.	EEF Teaching and Learning Toolkit: Feedback +8 Teaching Assistants +1 Meta-cognition and Self-regulation +7	<ul style="list-style-type: none"> <li>• CPD on new assessment and feedback policy</li> <li>• Formal observations</li> <li>• Drop ins</li> <li>• Learning walks</li> <li>• Book looks</li> <li>• Data analysis</li> </ul>	KGH KW ES SS BS	Half termly from Aut 2, 2019
<b>3-year budgeted cost</b>					<b>ii. (50% of the</b>

budget)

## iii. Targeted support.

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 implementation?
B. Disadvantaged children with SEND have their needs catered for in every lesson.	100% of PP children with SEND are on track to meet their end of year targets.	EEF Teaching and Learning Toolkit: One-to-one tuition +5 Small group tuition +4 Within-class attainment grouping +3 Peer tutoring +5 Social and emotional learning +4	<ul style="list-style-type: none"> <li>• Monitoring of planning.</li> <li>• TAs and teachers' CPD.</li> <li>• Learning walks.</li> <li>• Data analysis.</li> <li>• SEND toolkit to be used accurately to ensure targeted teaching and interventions are planned.</li> <li>• Support from SENCo.</li> </ul>	KGH KW ES SS BS MP	Dec 2019 April 2020 July 2020
B. Teaching Assistant CPD to impact positively on in-classroom support and delivery of Wave 3 interventions.	All PP pupils in receipt of Wave 3 interventions have made accelerated progress.	EEF Teaching and Learning Toolkit: One-to-one tuition +5 Small group tuition +4 Within-class attainment grouping +3 Peer tutoring +5 Teaching Assistants +1 Feedback +8 Oral Language Interventions +5 Social and emotional learning +4	<ul style="list-style-type: none"> <li>• Train all TA on the MITA principles (MG).</li> <li>• Use best practice models to support the enhancement of weaker teaching assistants.</li> <li>• Create specialist TAs to deliver focussed interventions and provide necessary training.</li> <li>• Data analysis</li> <li>• Interventions feedback</li> <li>• Support from SENCo.</li> </ul>	KGH KW ES SS BS MP	Half termly.

3 year budgeted cost

35% of budget

## iv. Other approaches Behaviour, enrichment activities

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 implementation?
F. Establish Parent Contracts for disadvantaged children with attendance below 94%and improve punctuality.	Attendance of disadvantaged children is 96% or above; disadvantaged children are in school on time.	<a href="https://www.education-ni.gov.uk/node/36097">https://www.education-ni.gov.uk/node/36097</a>  The challenge of improving pupil attendance at school- case studies-Nov 2018, Department of Education	<ul style="list-style-type: none"> <li>• First Day response phone calls.</li> <li>• Second Day response phone calls to be monitored weekly.</li> <li>• Weekly analysis of each child's individual attendance to take place.</li> <li>• Families of persistent absentees to have regular contact with HSLW.</li> <li>• Windale to continue engagement with LCSS Attendance Lead.</li> <li>• Parent contracts to be monitored effectively and warning letters/ penalty notices to be issued in line with the set timeline.</li> <li>• Change attendance policy to reflect new 'late' slot in line with DFE expectations of 9.15am cut off for late mark.</li> </ul>	NS  KW  AW  DK	July 2020 July 2021 July 2022-final review
G. and J. Ensure school visits/curricular	Disadvantaged children are engaged in enrichment activities	EEF Teaching and Learning Toolkit: Outdoor adventure learning +4	<ul style="list-style-type: none"> <li>• Piano lessons to be in place for Y1 and Y2.</li> <li>• Forest School POD to be</li> </ul>	KW  ES	July 2020 July 2021 July 2022

enhancements take place once a term and school clubs are organised based on the needs of the school.	and they benefit from unique opportunities to develop social skills and other aspects of the curriculum.	Parental engagement +3 Sports participation +2 Social and emotional learning +4	<p>created, training to be completed and first sessions run.</p> <ul style="list-style-type: none"> <li>• Class teachers to create a year long overview of enhancements that link directly to curriculum.</li> <li>• Lunch and after school clubs to be organised from Aut 2, 2019</li> </ul>	RA SS	
H. Organise SEMH interventions to prevent incidents.	Incidents that involve PP boys have dramatically decreased.	EEF Teaching and Learning Toolkit: Social and emotional learning +4	<ul style="list-style-type: none"> <li>• Pupil voice and Class Family Books show clear evidence of a progressive mental health curriculum.</li> <li>• Incident forms show decrease in involvement of PP boys.</li> <li>• Refine SEMH register;</li> <li>• Links to PSHE curriculum and Personal Character and Development Profiles;</li> <li>• Pupil and Parent SEMH workshops;</li> <li>• Support from SEMH Advisory Teacher and other community initiatives (e.g.BEAM);</li> <li>• CPD Offer;</li> <li>• Pupil and Parent voice</li> </ul>	KW SS	Jan 2020 July 2020
I. Develop PSHE curriculum to ensure progression of mental health elements	Disadvantaged children in Year 6 achieve at least as well as in the Mock SATs.	EEF Teaching and Learning Toolkit: Social and emotional learning +4	<ul style="list-style-type: none"> <li>• New PSHE/SRE Curriculum in place.</li> <li>• Wndale Wheel of Wishes.</li> <li>• STOP to be introduced.</li> </ul>	KW KGH NS SS	July 2020 July 2021 July 2022

	Disadvantaged pupils have high levels of well-being and fully engage with all aspects of school life.		<ul style="list-style-type: none"> <li>• Timetable variation.</li> <li>• Mock SATs analysis.</li> <li>• Children to be paired up with key adults during SATs.</li> <li>• Refine SEMH register;</li> <li>• Links to PSHE curriculum and Personal Character and Development Profiles;</li> <li>• Pupil and Parent SEMH workshops;</li> <li>• Support from SEMH Advisory Teacher and other community initiatives (e.g.BEAM);</li> <li>• CPD Offer;</li> <li>• Pupil and Parent voice</li> </ul>	ES	
J. Develop offer of parental learning support and training.	90% of parents of disadvantaged families, who have enrolled on training courses, have completed their courses; parent voice shows parental engagement with school has increased and it has an impact.	EEF Teaching and Learning Toolkit: Outdoor adventure learning +4 Parental engagement +3 Sports participation +2 Social and emotional learning +4	<ul style="list-style-type: none"> <li>• Puppet recruitment workshop is run on Monday 9th September.</li> <li>• A programme of training on offer is created with Abingdon &amp; Witney College.</li> <li>• Parents are actively encouraged to attend the training sessions - linked to parent contracts and TAF/CIN/CP meetings.</li> <li>• Training sessions run at Windale.</li> <li>• Tracking system of parental engagement in place.</li> </ul>	KW KGH SS	Jan 2020 July 2020

## 7. Light touch review – July 2020

### What is working (how do we know)

- Scribing and Reading CPD, implementation and monitoring in EYFS need to continue.
- Phonics CPD delivered by the Phonics Lead was impactful on subject knowledge, expectations and consistency of approach.
- Mastery approach enabled PP children to be more engaged and active (needs to continue)
- Piano lessons, Clubs and enrichments activities showed PP engagement.
- Assessment and feedback had impact whenever it was made by Teachers.
- Parent contracts and daily phone calls improved attendance-need to continue.
- PSHE Curriculum and the Windale Wheel of Wishes alongside the new behaviour policy had a massive impact on PP children's well-being and involvement in incidents.
- Participation in school trips has been increased.

### What needs subtle re-direction of resources (why)

- TA CPD on assessment and feedback for PP children-use of appropriate resources to scaffold.
- Monitoring of PP books to be more regular and more often compared to the ROC.
- Pupil conferences to be prioritised for next year and 50% of the group to be PP.
- Monitoring of EYFS planning and follow up feedback to be more effective so that the impact is immediate.
- Modelling and Questioning have been the foci for Spring Term-ensure refresher training takes part and includes both Teachers and TAs.

### What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)

- SEND Toolkit hasn't been used.

### Thus funding re-directed to:

- Intervention provision and feedback has been analysed by the SENCo but the impact needs to be measured carefully and the provision to be revised by Teachers- Teachers to be delivering interventions instead of TAs in line with current research.
- SENCo support and CPD on PP with SEND for both Teachers and TAs.

### To ensure:

- Teachers and TAs to be skilled and appropriately trained to support PP children with SEND to minimise the gap and make accelerated progress.



## **8. Light touch review – July 2021**

**What is working (how do we know)**

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**What needs subtle re-direction of resources (why)**

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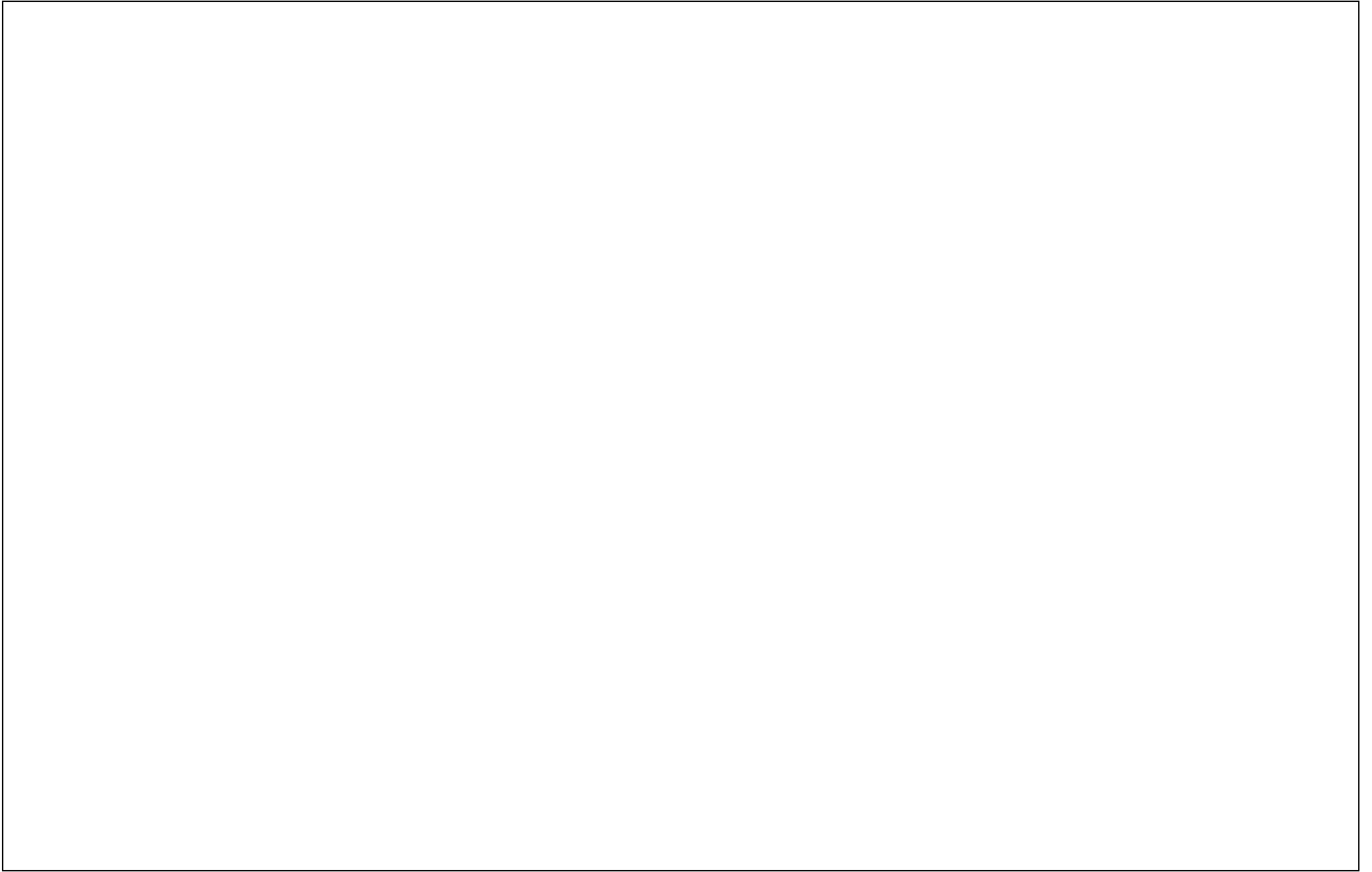
**What is not working as planned and needs fundamental review (not expected/required but could be outcome of light touch review)**

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**Thus funding re-directed to:**

**To ensure:**

**Full three year review:2019-2022**



<b>Strategy Full Review</b>		<b>2019 - 2022</b>		
<b>iv. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>v. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>vi. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

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