

Reporting the use of the Pupil Premium

Winhills Primary Academy 2020 to 2021

	How much Pupil Premium money has the school received?
2020-2021	£126430
2019-2020	£124080
2018-2019	£125,400 (Actual spend £186722)
Main barriers to educational achievement for our Pupil Premium children:	<ul style="list-style-type: none"> • Effect of COVID-19 on academic, emotional, social and/ or behavioural difficulties. • Some Pupil Premium children struggle to access the day due to social, emotional or behavioural difficulties both in school and at home. • Support of Pupil Premium parents. • Low self-esteem in school. • Some Pupil Premium children have low levels of attendance. • Making sure that all gaps in children's knowledge are identified and addressed appropriately. • Ability to access extra educational opportunities due to cost such as History off the Page, extracurricular clubs etc. • Access to resources at home such as computers and the internet. • Access to high quality reading materials at home. • Access to high quality conversations at home. • Extra support in early reading and language acquisition. • Access to opportunities that other children take as granted. • Social need of children needs addressing in order for them to be able to learn. • Poor learning behaviour (readiness, resilience, independence) impacts on quality and rate of learning. • Pupils who are PP and SEN achieve less well than those who do not have identified SEN.
How has the Pupil Premium funding been allocated to address these barriers?	Personal Development and welfare: <ul style="list-style-type: none"> • Breakfast will be provided when required (To make sure that the children are able to participate in school and concentrate fully) • Financial support with trips (To allow the children to take part in all aspects of school life) • Access to Breakfast Club and ASC when needed (To allow the children to come to school ready to learn. To allow children to socialise with other children) • Clothing readily available for children (Ensuring all

	<p>children are ready to take part in all activities)</p> <ul style="list-style-type: none"> • Access to After school clubs, particularly homework (To allow children to complete homework in a supportive environment without distractions.) • Executive Attendance Leader and Inclusion Leader (overseen by Deputy Headteacher) to support families with improving attendance and punctuality. (To work with families to make sure these children are in school as much as possible to allow them to access their learning). • Nurture groups run by Inclusion Lead. (To allow children set times when to work with an adult when they may struggle e.g. breaktimes, first thing in the morning. This allows the children the best opportunities to learn at school) • Spirals project in EYFS. (Helps the Reception children with the PSED aspect of learning) • Social, emotional groups across the school focusing on key needs such as developing and maintaining relationships, dealing with anxiety (ensuring children are given opportunities to feel heard and respected and have conversations individually or in small groups) • Access to a wider range of books to take home and read (to drive the love for reading) • Weekly Play Therapy for identified PP children (To give them the opportunity to express themselves in a different format.) • Weekly Lego sessions (Social skills and team building) • Key TAs allocated to Key children to provide reassurance through the day (Children ready to learn) • SENCo and Inclusion Lead holding meetings with families (Children ready to learn) • Boxall Profile used for identified children. (to identify any mental health and well-being needs) <p>Teaching, learning and assessment:</p> <ul style="list-style-type: none"> • PDMs and Staff meetings for teachers and TAs to ensure quality first teaching that engages the pupils and ensures that they make maximum progress. (This ensures <u>all</u> teachers access the training as there are Pupil Premium children in each class). • Additional staff ERT trained to allow the immersion of new vocabulary. (This ensures children are exposed to new vocabulary that they can use every day) • Additional teaching assistants to run Intensive Curriculum Experience (ICE) Zones to provide an interactive, practical approach to the curriculum. (Allows the children to become more independent learners) • Additional adult across the school for inclusion
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>ensuring social and emotional aspects are addressed allowing the children to then access their learning on a day to day basis. (Allows children to be ready to learn)</p> <ul style="list-style-type: none"> • Small group teaching for phonics, literacy and mathematics. (Intensive sessions tailored to the children) • Additional booster sessions in all year groups. (Allows consolidation of learnt skills as well as pre-teaching when needed.) • Speech and language sessions in EYFS. (Gives the children a much-needed confidence boost when communicating with others.) • Half termly Executive Senco support to provide guidance and strategies to overcome barriers to learning. • PP Booster teacher employed to target groups of children to accelerate progress. (Small groups of pupils close the gap to peers) • Robust monitoring of teaching and learning (Support put in for staff where needed to ensure quality first teach) • Clicker installed on laptops (Extra support for children's learning) <p>Outcomes:</p> <ul style="list-style-type: none"> • Termly pupil progress meetings to ensure disadvantaged children progress in line with non-pupil premium children. • Targeted support to children with supporting in gaining English and mathematics awards (e.g. times tables, spelling) • Breakfast and afterschool Booster groups for selected children
<p>How will you measure the impact of the pupil premium funding?</p> <p>-Pupil's attainment and progress will be closely monitored throughout the year to make sure that the children are achieving in line with the rest of their cohort in terms of their attainment and/or progress. This will be done on a half termly basis.</p> <p>-As well as the academic monitoring, we will monitor how the children are doing pastorally through observations and pupil interviews.</p> <p>-Attendance will be checked regularly, reported and acted upon to ensure best attendance.</p> <p>-Monitoring by SLT to evaluate Teaching and Learning.</p>	
<p>The above has been planned in but there may be some restrictions depending on COVID-19. This information will be reviewed in October 2021.</p>	

How Pupil Premium funding was spent last year.	Allocation	Impact
	Staff training will focus on models for writing for staff development.	Teachers are more confident in modelling writing to specific groups using ICT and talk for writing strategies.
	Breakfast club to prepare	Children accessed this facility regularly in yr 6 throughout

	children for the morning and address gaps in the pupils' writing and mathematics.	the year. Children were able to consolidate learning and small support group support increased their confidence. Breakfast provided a calmer start to the day and the children enjoyed the social aspect and responsibility. This happened all the way up until March.
	Training new staff regarding effective feedback for children's work.	Children are aware of how they can improve their work and are given targets to move it on to a higher level, so progress continues. Feedback is both verbal and written.
	Forest School leader trained.	Allows children time to learn personal, social and technical skills outside.
	Outdoor learning training for teachers and teaching assistants by Hunts SSP.	Team building and similar activities have been introduced which help specific PP children to support with their collaboration, leadership and writing skills.
	Arbor to enables the school to track progress of PP pupils.	Class teachers are aware of this group and able to track their progress compared to non pp children.
	Specialist teachers for sport will allow teachers to focus on the teaching of reading, writing and mathematics	Small group teaching for reading, writing and maths ensured appropriately pitched work was set in these areas.
	Catch up literacy or numeracy sessions	Catch up Literacy and Numeracy has enabled teachers to focus on small groups to improve their progress to move them forward at accelerated pace to close the gap to achieving Age Related.
	Financial support to enable children to go on educational school day trips and residential trips	All children accessed trips and benefitted from these experiences across the school.
	Home learning through Maths Whizz	Programme supports pupils with key skills in maths. Opportunities for pupils to access Maths Whizz during after school clubs has also been provided to PP children.
	Support to enable children to attend after-school clubs.	PP children are able to access the same clubs and therefore have the same opportunities as their peers.
	Access to breakfast club, snacks and milk to improve readiness for learning.	Pupil well-being improved and levels of concentration and academic achievement were maximised.
	Support with Children's University.	PP children are able to access Children's University.
	Emergency uniform and PE kit provided where required by the school.	Children to be able to take part in PE even if their kit isn't available.
	Additional TA appointed to support our curriculum.	This has given children more opportunity to work in small groups when accessing the different areas in the school.
	Deputy Head is able to focus on school improvement to support	Focus on monitoring T&L, pupil progress and training has driven the rise in attainment and progress.

	the continual development of teaching and learning within the school.	
	School inclusion lead to ensure children attend school and arrive on time	Attendance has risen since the school has become an academy.
	Homework club will run weekly for children to complete their Maths Whizz and literacy tasks.	This has given the children time to complete their homework with access to the internet and support to complete tasks.
	SENCO to support teachers with the implementations required for the new code of practice.	The SENCO has enabled teachers to provide the necessary support scaffolds to pupils to move their learning forward, progress of data shows this.
	Lunchtime clubs provided to support with Maths across the school.	Children able to access support with their maths in a fun, interactive and engaging way. Children's mental methods improved.
	Friendship and social lunchtime clubs.	Children were able to learn to play with other children in an appropriate way. Children needing help with friendships identified and engaged with other children.
	Sounds training.	Improved the raw scores of Year 6 children in Reading and Spelling over the short period of when the programme was completed.
	Parental sessions to outline support that can be given at home.	Children completed more homework at home with more support given.
	Clicker training to support children with their writing.	Specialist TA trained staff in how to use Clicker to allow those children that struggle with writing to access it in a different way.
	Inclusion and safeguarding leads provided a weekly check in for our families during lockdown.	Families were supported during lockdown to ensure that they were able to be directed to the correct support before things escalated.
Due to the covid-19 pandemic, not all targets were met throughout the year.		