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**Pupil Premium Funding - Report to Parents: September 2020**

**What is Pupil Premium funding?**

The Government allocates an amount of money to schools to support the most vulnerable children. This is known as Pupil Premium funding.

The Government states that this is “*additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers*”.

Funding is currently allocated for :-

* Pupils eligible for Free School Meals (FSM) **£1,345 pp**
* Pupils classed as Ever6 (eligible for FSM at any point in the last 6 years) **£1,345 pp**
* Pupils recorded as being of Service Personnel **£ 300 pp**
* Pupils who have been ‘looked after’ for one day or more **£2,345 pp**
* Pupils who were adopted from care on or after 30th December 2005 **£2,345 pp**

**How much PP money is received at Winford?**

**Pupil Premium allocated at Winford for the financial year April 2019-20 was £22,865**

**How is the PP money spent at Winford?**

“*Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils*”. (DFE website)

Schools are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. New measures have been included in the performance tables/RAISE online that shows the achievement of pupils who attract the Pupil Premium Grant.

At Winford Church of England Primary School, we believe that all children have the right to a quality education which includes a range of experiences.

At Winford we support all our pupils. We do this by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Board of Governors monitor the impact of all spending and interventions, including the Pupil Premium.

We are required to publish online information about how we have used the premium. In deciding the nature of support, we consider the positive impact it will have on those children and their families who are most in need.

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| **Current Attainment (2018-19 outcomes owing to no statutory tests in 2020 or 2021)** | | |
| **KS2 (4 pupils)** | **Pupils eligible for PP** | **Pupils not eligible for PP** |
| **% achieving at least exp in R, Wr and Ma** | 75% | 41% |
| **KS1 (1 pupil)** | | |
| **% achieving at least exp in R, Wr and Ma** | 0% | 71% |

**Pupil Premium spending at Winford for the academic year September 2019-20 is summarised as follows :-**

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| **Nature of Support (academic year 2019-2020)** |
| Barriers to learning for our children include social and emotional needs as well as academic needs. Social and emotional and academic needs are met by all staff with a special focus from our TAs. We also need to ensure equal and fair access to the wider curriculum of the school, which is made possible by using pupil premium funding. We are flexible in our pupil premium spending in order to match the needs of all pupils. |
| The Pupil Premium funding received was used in the following ways :-  **Staffing:**   * To provide small group / 1-1 intervention programmes delivered to children who require a boost to their learning in order to ‘close the gap’ and reach their potential * To provide small-group / 1-1 support across the curriculum across the school, for both low achieving and high achieving pupils * To increase staff awareness of effective provision to support PP   **Resources** To provide specialised resources aimed at supporting progress in Reading  **Enrichment:**   * To support parents with the cost of enrichment experiences beyond the curriculum (residential visits / school trips / music lessons / swimming lessons) * To support parents with the cost of extended schools provision where appropriate (breakfast club / after school club).   **School Dog:**   * To provide support for vulnerable children * Our school dogs are registered with the charity Dogs Helping Kids and are used for helping children with their reading, managing their emotions in times of crisis and to teach how to treat and look after pets. |
| **Monitoring of Provision** |
| The effectiveness of Pupil Premium funding is monitored in the following ways:  Academic Progress   * The inspection data summary report (IDSR) * Whole school tracking systems (Insight) * Pupil Progress meetings   Emotional/Behavioural Progress   * Attendance data * Behaviour records * Engagement of pupils with the school pastoral support.   This year has been a difficult one to monitor owing to school closures and disruption related to covid-19. However, we were able to offer targeted provision for academic learning and emotional support where it was necessary. There are no statutory results as a benchmark, but in-school data suggests that there was impact from the provision. |

**Pupil Premium allocation financial year 2021-22 for Winford will be £18,830**

**In-school areas to focus on include:-**

* Supporting academic learning in reading, writing and maths
* Supporting the development of social and emotional skills
* Supporting financially wider opportunities where appropriate.

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| **Pupil Premium activity** | **Approx % of use** | **New or continued activity?** | **Brief summary of action** | **Specific intended outcomes** | **Monitoring** |
| To use teaching assistant support for targeted academic and social and emotional support | 87% | Continued | -To use support from teaching assistants to provide small group targeted teaching to pupils who need a ‘boost’ to close the gaps in their learning. To increase confidence and fluency in order to access the curriculum. This will include phonics, reading, writing and maths.  - To use the presence of teaching assistants to offer social and emotional support where needed to increase a sense of wellbeing and a reduction in anxiety in PP pupils | - To increase outcomes in reading, writing and maths.  -To increase levels of wellbeing in order to help pupils be ready to learn | -pupil progress meetings  - end of year outcomes, both statutory and in-school. |
| To support wider curriculum opportunities | 6% | Continued | -To enhance wider opportunities in education, such as financially supporting school trips, swimming, residentials, music lessons and uniform. | -To provide an equality of opportunity for all to experience elements of the school offer that will enhance personal development at every level. | -Teachers will feedback how the pupil has gained from the experience. |
| School Dog | 2% | Continued | -To use the school dog to boost confidence both socially and emotionally and to boost confidence in a new area of learning such as positive dog training. | -Pupils learn that animals can raise one’s wellbeing when their welfare is paramount.  -Pupils learn basic principles of positive dog training in order to boost confidence in an unusual area within school. | -Engagement levels and HT will discuss with classteacher how the work has affected academic work through pupil progress meetings. |
| Pastoral support | 5% | New | -For the school’s pastoral lead to engage with pupils where appropriate to reduce any emotional barriers to learning. | -Pupils receive enough input to then not need further intervention to support learning | -Pastoral mentor to discuss cases with the HT. |

We will monitor the impact of this expenditure throughout the year in relation to the impact upon children and report on our website at the end of the academic year.