

Pupil premium strategy statement – Windermere Primary School

School overview

Metric	Data
School name	Windermere Primary School
Pupils in school	200
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£61,815
Academic year or years covered by statement	2020 – 2022
Publish date	May 2021
Review date	September 2021/ July 2022
Statement authorised by	Davina Raftery
Pupil premium lead	Julie Clark
Governor lead	Sally Gibson

Disadvantaged pupil progress scores for last academic year (2019)

Measure	Score
Reading	-3.89
Writing	-4.52
Maths	-3.84

Disadvantaged pupil performance overview for last academic year (2019)

Measure	Score
Meeting expected standard at KS2	45% (R 55%; W 73%; M 73%)
Achieving high standard at KS2	0% (R9%; W 0%; M 9%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure pupils achieve at least national average progress in KS2
Priority 2	Support pupils to develop resilience and a positive attitude towards learning
Barriers to learning these priorities address	Pupils lack home support for their learning and may have disrupted lifestyles which impacts their readiness to learn.
Projected spending	£43,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 22
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 22
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	July 22
Phonics	Achieve national average expected standard in PSC	Dec 21
Other	Improve attendance of disadvantaged pupils to national average	July 22

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	To develop reading stamina and broaden vocabulary through the Reading Rewards and an increased focus on vocabulary development in school.
Priority 2	To build pupils' mathematical fluency through daily fluency activities in school and fluency games that can be played at home.
Barriers to learning these priorities address	Pupils may not have access to quality reading material at home and may not be exposed to broad vocabulary, especially where pupils have English as an additional language. Some families find it difficult to support their child's mathematical learning.
Projected spending	£10,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Classes provide soft start to the academic day, such as <i>Sentence of the Day</i> , so that children experience a positive start to the day.
Priority 2	Family Support Workers support both pupils and their parents to improve home situations and to help develop strategies for resilience.
Barriers to learning these priorities address	Attendance can be poor; pupils lack resilience and a readiness to learn.
Projected spending	£20,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers have subject and pedagogical knowledge required	Provide professional support and training for all staff
Targeted support	Home circumstances may prevent pupils engaging in home learning activities	TAs offer in-class support to identified pupils. Teachers offer support to parents, modelling activities.
Wider strategies	Engaging families with the support offered	Personal reassurance by SLT or FSW

Review: last year's aims and outcomes

Aim	Outcome
To increase reading stamina	Due to COVID-19 there were no statutory assessments. Pupils continued to earn Reading Rewards books. PSC results 82% (autumn 2020)
To increase pupils' resilience	The COVID-19 lockdown had a significant negative impact on pupils' resilience.
To improve pupil attendance	2020/2021 95.6% 2019/2020 91.6% (COVID-19 closure) 2018/2019 93.7%