

Coronavirus: flexibility in reporting requirements to report at the end of the academic year for 2021 for previous 2 years.

School Overview:

Metric	Data September 2020	Data September 2019
Pupils in school	250	255
Proportion of disadvantaged pupils	50%	42.7%
Pupil premium allocation this academic year	£16500	£151,800
Academic year or years covered by statement	September 2019- July 2021	
Publish date	November 2020 (in line with Catch up Strategy)	
Review date	Monitoring Points: December 2020, March 2021, July 2021	
Statement authorised by	Claire Brown	
Pupil premium lead	Claire Brown	
Governor lead	Curriculum and Standards Committee	

Disadvantaged pupil progress scores for 2018-2019

Measure	Score
Reading	+6.9
Writing	+1.9
Maths	+ 6.1

Disadvantaged pupil performance overview for 2018-2019

Measure	Score
Meeting expected standard at KS2	90%
Achieving high standard at KS2	40%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all staff have confidence, knowledge and expertise in teaching writing across the curriculum (talk for writing)
Priority 2	To embed Power mathematics across all year groups.
Barriers to learning these priorities address	Ensuring staff use evidence – based whole-class teaching interventions
Projected spending	£20,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Ensure that progress scores in KS2 reading are in-line or exceed the most recent national data (2019)	July 2021
Progress in Writing	Ensure that progress scores in KS2 writing are in-line or exceed the most recent national data (2019)	July 2021
Progress in Mathematics	Ensure that progress scores in KS2 mathematics are in-line or exceed the most recent national data (2019)	July 2021
Phonics	Achieve national average expected or higher standard in Phonics Screen Check	Year 2 – Dec 2020 Year 1 – June 2021
Other	To maximise opportunities for home education to support pupil's achievement.	September 2021 .

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff to KS1) have received training to deliver Letters and Sounds effectively.
Priority 2	Establish small group interventions for disadvantaged pupils falling behind age-related expectations (Inclusion for achievement team, deputy head teacher)
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up writing – typically an area of weakness
Projected spending	£90,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all staff (including new staff) are supporting all children's emotional needs in order to offer them secure attachments and boundaries that will lead to positive behaviour for learning (Philosophy for Children, Pivotal Behaviour, Jigsaw, School Dog).
Priority 2	Employing additional support (part time play therapist and additional CAMHS clinician time) to support vulnerable disadvantaged pupils.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils (attendance team including employment of EWO)
Projected spending	£40,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring Inclusion team are deployed effectively and progress is closely monitored for all learners	Fortnightly pupil progress meetings to review all pupils learning. Deployment plans are regularly updated in line with progress measures
Wider strategies	Engaging the families facing most challenges	Safeguarding and Personal Development lead working closely with the LA and other agencies to ensure families received support and early help.

Review: last year's aims and outcomes

Aim	Outcome						
Progress in Reading and Writing	<p>Disadvantaged children achieve very well and make exceptional progress in reading (top 1% of the country).</p> <p>Disadvantaged children achieve well and make above average progress in writing (in the top 10% of the country, next steps is to ensure progress and standards in writing are inline with reading and mathematics.</p> <table border="1"> <thead> <tr> <th>Reading (disadvantaged pupils)</th> <th>Writing (disadvantaged pupils)</th> </tr> </thead> <tbody> <tr> <td>Well above average 6.9</td> <td>Above average 1.9</td> </tr> <tr> <td>In the top 1% of the country</td> <td>In the top 10% of the country</td> </tr> </tbody> </table>	Reading (disadvantaged pupils)	Writing (disadvantaged pupils)	Well above average 6.9	Above average 1.9	In the top 1% of the country	In the top 10% of the country
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Attendance

Whole school attendance has improved from 2017-2018 by 1.1% to 96.3% but need to continue to close the gap for disadvantaged pupils.

Disadvantaged Status	Winton	Islington
Disadvantage	3.9%	4.9%
Not known to be disadvantage	3.5%	3.4%

