

Pupil Premium Strategy Statement 2019-20

1. Summary information					
Academic Year	2019-20	Total PP budget	£55,440	Date of most recent PP Review	Sept 2019
Total number of pupils	210	Number of pupils eligible for PP	42	Date for next internal review	July 2020

2. Attainment and Progress in 2018-2019		
	<i>Disadvantaged (your school)</i>	<i>Disadvantaged pupils national average (taken from DfE National Table N5)</i>
% making at least the expected standard in reading	45%	62%
% making at least the expected standard in writing	55%	68%
% making at least the expected standard in maths	64%	67%
% making at least the expected standard in grammar, punctuation & spelling	55%	67%
% making at least the expected standard in read, writing, maths combined	36%	51%
Progress score Reading	-4.12	-0.6
Progress score Writing	-2.6	-0.5
Progress score Mathematics	-1.11	-0.7

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	Lower levels of communication skills (in 2018 100%, 2017 43% and in 2016 33% arrived below the typical abilities of a child in the 30-50 month age range for 'Speaking'); this leads to difficulties with social communication and development of reading and writing skills.
B.	Self-confidence, mental well-being, concentration and focus
C.	Aspirations for education and learning; understanding how attendance at school and education could have an impact on the future
D.	Approximately 25% of PP pupils are on the SEND register
E.	Understanding of E-Safety and appropriate use of social media sites

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
A.	Starting at school without basic skills such as toileting; dressing, knife and fork etc.	
B.	Rates of attendance; understanding the impact that a week away on holiday can have on learning	
C.	Attitudes towards school itself and the regular practice/development of skills at home e.g. reading, times tables etc. Over a two week	
D.	Poor health and diet along with a higher number of medical visits.	
E.	Broken family structures – family stress and low resilience	
F.	Readiness for school and learning (including punctuality, uniform and equipment)	
G.	Safeguarding and welfare issues which may lead to the involvement of social services	
H.	Understanding of social media; safe and monitored access to the internet	
I.	Attendance at camps, trips and clubs	
J.	Family attendance at school-run workshops e.g. Maths, E-Safety.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Maintain levels of attendance rates which are in-line with non-pp children (school target is 96.5%). Currently (January 2019 whole school attendance is 96.4; PP attendance is 93.4)	Average attendance of PP children across the school is at least within 1% of Non-PP. NB: any extreme cases not to be included in figures.
B.	Increase the level of engagement with reading, homework, workshops etc.	More PP children are reading at least four times a week (with an adult at home) at the end of the year than at the beginning. Likewise teachers' and Learning mentor's records show that there is an increase in engagement with homework and workshops etc.
C.	PP are as engaged, focused and can talk as confidently about their learning as Non PP children.	Pupil conferencing, books and lessons indicate that a similar proportion of PP are as confident in their learning as Non-PP children.
D.	Increase the proportion of PP children across the school, making progress which is in line with their year group standard.	Tracking of pupils (books, lessons, assessments) indicates that a higher proportion of PP children are working at an age-related standard at the end of the year in comparison with at the start.

5. Planned expenditure

Academic year

2019-20

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact						
<p>In-class TA support across Reading, Writing and Mathematics</p> <p>£23,445</p>	<p>Specific interventions are timetabled, where appropriate, for all children across these subjects either 1:1 or in groups. These interventions are detailed on class provision maps.</p> <p>Interventions and support are provided for a variety of groups, enabling the class teacher to provide quality first teaching to PP and non-PP children alike.</p>	<p>Interventions and quality first teaching support PP children to make at least the same progress as Non-PP children.</p> <p>The provided support will allow the teacher to focus quality teaching to both PP and Non-PP children.</p>	<ul style="list-style-type: none"> • End of Key Stage results show that PP children achieve as well as 'PP' children nationally. • Provision maps track provision and identify where additional support is required. • PP children who are all SEND have regularly updated OPPs. • In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to non-PP children. • In-house pupil data will demonstrate that any gaps within cohorts/subjects does not widened. 	<p>In reading and maths the PP children at Wansdyke performed higher than PP children Nationally. In reading 71% of children at Wansdyke achieved ARE compared to 69% nationally and in maths 71% of PP children at Wansdyke achieved ARE compared to 67% nationally. As with nationally the % of children at Wansdyke achieving ARE was lower than in maths and reading. It is lower than the national figure. Although the progress measures had improved on the previous year's.</p> <p>All children who are PP and SEND had updated OPPs and regular contact was maintained with families to support them throughout the year. During the National lockdown teachers provided tailored provision and communicated more regularly with families. Children were invited to attend school where there was concern.</p> <p>New assessments were introduced to account for the missed time in school due to the Covid pandemic. Data collected in Autumn 2020 demonstrates that PP children's progress is broadly in line with non PP with the exception of writing.</p>						
<p>Additional resources to develop the understanding of high quality language when reading</p>	<p>A broad and balanced curriculum is supported with language rich resources which promote a depth of knowledge.</p>	<p>Children are able to access a range of texts linked to the curriculum Language is explored and discussed and promote a curiosity about words.</p>	<ul style="list-style-type: none"> • End of Key stage results show that increased numbers of PP children are working at ARE. 	<p>Key Stage results</p> <table border="1"> <tr> <td>Subject</td> <td>2019</td> <td>2020(TA)</td> </tr> <tr> <td>Reading</td> <td>45%</td> <td>71%</td> </tr> </table>	Subject	2019	2020(TA)	Reading	45%	71%
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£ 1200				Reading resources were purchased for themes and topics that supported the wider curriculum. Children were able to read widely across the curriculum and access themes and topics through high quality texts.
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Total budgeted cost £24,645

ii. Targeted support

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
Reading Support Teacher £2500	<p>The reading support teacher carries out 1:1 intervention with children in Years 1 and 2, including some with PP as appropriate.</p> <p>The reading support teacher supports Year 1 children individually and in groups to meet the standard of the Year 1 Phonics Screener.</p> <p>The reading support teacher collates and follows up families not adhering to reading expectations following planner checks.</p>	<p>Our reading support programme is an intervention designed to support children's individual needs. It is designed so that children at a certain age and decoding ability can make accelerated progress and therefore access reading independently. This daily intervention aims to rapidly develop a child's decoding abilities so they catch up to age related expectations by the end of Year 2.</p> <p>The ultimate aim of this intervention is to ensure that all children can decode text and therefore access the full curriculum; this does not mean that children's comprehension skills, ability to summarise texts etc will have moved on at the same accelerated rate.</p>	<ul style="list-style-type: none"> • Children are benchmarked against National Reading recovery levels at the start and end of the programme. • PIRA scores are used to assess children according to their age. • Year 1 Phonics Screener and termly Phonics gap-analysis. 	<p>Regular and routine assessments ensure that targeted interventions were completed.</p> <p><u>KS1 Assessments 2020</u> 100 % off PP children achieved ARE in reading.</p> <p>As children did not take their phonics screener in summer term 2, they were given a baseline assessment in September. 40% of the Y2 class met the standard. In November, when they took their screener, this had increased to 67% of pupils.</p> <p>Individual case studies are available to demonstrate their progress from EYFS.</p>

		The reading support teacher also supports children with specific sound/blending gaps in Phonic, in Year 1.														
Year 6 support and Year R support £4572	A teacher is timetabled to Years R and 6 to provide extra support for PP and Non-PP children in Writing, Reading and Mathematics. This is focused on individuals and groups of children who are making less progress than we would expect them to.	Children who are 'at risk' of not making the expected standard for their year group have specific gaps in learning clearly identified and teaching targeted to these gaps. This teacher will either provide intervention for PP children or work with the class to allow the class teacher to work with PP children.	<ul style="list-style-type: none"> In-house pupil tracking shows which gaps have been identified and achieved over the year. PIRA, NFER and PUMA tests show that any gap in reading/maths age has closed. All children are closer to working towards the standard for their year group (in terms of objectives achieved) than they were a year ago. 	 <p>Progress in both key stage one and key stage 2 demonstrates that children at Wansdyke progress was above that of National PP.</p> <p>In house data showing progress data from Autumn 2020</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+1.1</td> <td>+1.9</td> </tr> <tr> <td>Writing</td> <td>+0.7</td> <td>+1.7</td> </tr> <tr> <td>Maths</td> <td>+1.1</td> <td>+1.7</td> </tr> </tbody> </table> <p>Close monitoring of children deemed 'at risk' has resulted in more targeted support for individual needs.</p>		PP	Non PP	Reading	+1.1	+1.9	Writing	+0.7	+1.7	Maths	+1.1	+1.7
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Total budgeted cost			£7,072													

iii. Other approaches

Expenditure	Chosen action / approach	Intended Outcomes	How will outcomes be measured?	Impact
Trips, camps, breakfast club, after school clubs,	Financial support provided for families who may not be able to contribute fully towards	The attendance of pupil premium children is in	<ul style="list-style-type: none"> Attendance of PP children will be compared with non-PP children. 	The attendance was monitored regularly. Children whose attendance was a concern were supported by the LM.

<p>swimming lessons, equipment, resources.</p> <p>£3500</p>	<p>planned trips, camps and swimming lessons. Equipment and resources (including uniform) provided where appropriate to ensure that all children are prepared for each day and ready to learn. Some breakfast club sessions are provided where appropriate, again to ensure that all children are ready for each day's learning.</p>	<p>line with that of non-pp children.</p> <p>All children can start their school day with the uniform and resources required; they are ready for learning.</p> <p>All children have the opportunity to a range of experiences, including after school clubs etc.</p> <p>All children enjoy happy lunchtimes and develop good social skills.</p>	<ul style="list-style-type: none"> In-house pupil data tracking will demonstrate that the progress made by PP children is at least equal to the progress made by non-PP children. There is a low level of behaviour incidents at lunchtimes as recorded in lunchtime behaviour log and 'red slips' given. 	<p>Attendance March 2020</p> <table border="1" data-bbox="1402 183 1951 526"> <tr> <td></td> <td></td> <td>Previous report 24.01.20</td> </tr> <tr> <td>Whole School Attendance</td> <td>95.5%</td> <td>95.6%</td> </tr> <tr> <td>Pupil Premium</td> <td>96.51%</td> <td>95.1%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>97.1%</td> <td>95.5%</td> </tr> </table> <p>In house data showing progress data from Autumn 2020</p> <table data-bbox="1402 606 1892 750"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+1.1</td> <td>+1.9</td> </tr> <tr> <td>Writing</td> <td>+0.7</td> <td>+1.7</td> </tr> <tr> <td>Maths</td> <td>+1.1</td> <td>+1.7</td> </tr> </tbody> </table> <p>January 2020 report. Of the 9 red slips given, 8 were received by a child/children with PP funding. 7 of which were given to children with an IBP. Significant programmes are in place including social detective and 1:1 work with the learning mentor. From September 2019 to the report pre- lockdown, both time outs and red slips being given decreased significantly.</p>			Previous report 24.01.20	Whole School Attendance	95.5%	95.6%	Pupil Premium	96.51%	95.1%	Non Pupil Premium	97.1%	95.5%		PP	Non PP	Reading	+1.1	+1.9	Writing	+0.7	+1.7	Maths	+1.1	+1.7
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<p>Feedback and Coaching, focusing on Writing, Reading, Maths and attitudes to learning</p> <p>£9144</p>	<p>Every teacher to have a minimum of two half days per seasonal term in which to discuss learning and well-being 1:1. This includes: checking their reading levels; frequency of reading at home; discussing feedback to marking; attendance at clubs etc.</p>	<p>Teachers are expected to know all pupils well. This extra time aims to ensure that teachers can fully understand children's interests and better understand strengths and weaknesses within learning. It also allows more detailed discussions on learning</p>	<ul style="list-style-type: none"> Children's well-being; teachers to provide notes from each session and act on anything which could improve well-being or learning. Attendance levels. Pupil conferencing (including books) shows that across the school PP children understand the 	<p>Teachers have been able to discuss pupils' confidently. Each child has had the opportunity to have targeted 1:1 provision. Every child agrees on targets for the academic year and the teacher has ensured that support and interventions have been provided to achieve these. Coaching forms collated were by the PP lead. These demonstrate that the teachers have developed a good understanding of the children and have set targets alongside the child.</p>																								

		<p>which takes place at home, attitudes towards learning etc.</p> <p>Teachers will use this time to carry out benchmarking for reading and help children choose suitable, challenging books.</p>	<p>teachers' marking and respond to it where appropriate.</p>	<p>Books collated and .conferencing demonstrate that work is tailored and scaffolded to support learners. Children, who were interviewed, demonstrated a pride in their work and were able to discuss their learning. They could talk about their own 'next steps' and targets.</p> <p>Reading materials purchased for children.</p>
<p>Learning Mentor to support children and families with barriers to learning.</p> <p>£10,164</p>	<p>Learning Mentor in post to work with children and families in order that internal and external barriers can be identified and addressed, including:</p> <ul style="list-style-type: none"> -Tracking attendance -Tracking behaviour -Tracking homework/reading -Providing workshops for parents -Promoting children's mental health and well-being 	<p>Patterns in children's attendance, behaviour and engagement in learning are communicated and discussed with parents.</p> <p>Solutions are developed and reviewed by the Learning Mentor working alongside the family and class teacher.</p> <p>Children's mental health is recognised throughout the school and children's awareness of their own mental health is developed.</p>	<ul style="list-style-type: none"> • Behaviour, attendance, homework and reading records. • Attendance of families at workshops. • Children's engagement in the classroom (according to teachers and other adults, supporting the children's learning). 	<p>Homework club created to support children to establish routines. Children invited for 4 weeks to help them build routines and break down barriers to learning. We ensured that the work was accessible independently and supported families and teachers to ensure this. Where children's attendance became a concern the LM worked with families to rectify this. Data supports a marked improvement.</p> <p>During lockdown the learning mentor worked almost exclusively with children and families who were in receipt of PP funding. Support was provide to aid with devices, home learning support, school nurse referrals, support with accessing community programmes and support systems, close links with outside agencies which also aid in supporting families.</p> <p>Huge focus on supporting mental health and well-being especially during lockdown. Provided links between teachers and families.</p> <p>Families had regular contact with school. Children were invited back to school if deemed vulnerable as per the government criteria.</p> <p>Children's engagement in class supported and behaviour plans include support from the LM.</p> <p>All children have access to a device to support them in their home learning.</p>
				22,808
Total budgeted cost				54,525

