

Pupil premium strategy statement (primary)

1. Summary information					
School	Wootton St Peter's CE Primary School				
Academic Year	2020-21	Total PP budget	£19,000	Date of most recent PP Review	Sept 19
Total number of pupils	86	Number of pupils eligible for PP	10	Date for next internal review of this strategy	March 21

Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>National average for PP</i>	<i>Nat. av. pupils not eligible for PP</i>
% reaching GLD in Reception 2019	n/a	51	74
Year 1 Phonics	n/a	71	84
KS1 % expected or above Reading	100	60	78
KS1 % expected or above Writing	0	53	66
KS1 % expected or above Maths	100	61	78
KS2 % expected or above in Reading, Writing & Maths combined	0	51	71
KS2 % expected or above Reading	0	59	77
KS2 % expected or above Writing	100	64	82
KS2 % expected or above Maths	100	64	82
% making at least satisfactory progress in reading	0		0
% making at least satisfactory progress in writing	100		0
% making at least satisfactory progress in maths	100		0

2. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Engagement and learning behaviours linked to lockdown	
B.	SEMH issues, Low self esteem linked to lock down	
C.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Social & emotional barriers stemming from home circumstances	
E.	Attendance for some pupils	
F.	Parental engagement	
G.	School closures due to lockdown = children have missed 6 months of face to face teaching	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria	
A.	Increase engagement in learning of PP children	End of KS SATs results show an improvement
B.	Increase in children meeting ARE in reading, writing and maths	Increased engagement in learning. Improved in attitude to learning questionnaire.
C.		
D.		

4. Planned expenditure

Academic year

£19000

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children in KS1 and KS2 are meeting ARE in Maths at or above the national average	<p>PP pupils in KS1 and KS2 have targeted group and 1:1 intervention programs in addition to math's lessons.</p> <p>Whole school teaching from the same scheme of work – White Rose scheme with supporting text books</p> <p>Staff to attend high quality CPD</p>	Raised expectations of the new maths NC remain a challenge particularly for children from disadvantaged backgrounds who receive less support from home	<p>Lesson observations</p> <p>Appraisal</p> <p>Pupil progress meetings</p>	<p>AM</p> <p>CP</p>	<p>3x per year PUMA assessments</p> <p>KS1/2 SAT results</p> <p>End of teaching unit termly assessments in Maths & English .</p>
Quality of teaching in maths to be good and better across the whole school	<p>Improve the teaching of reasoning and problem solving across the school</p> <p>Maths lead attending Middle leaders course</p> <p>Whole school to have consistent approach to teaching reasoning and problem solving using the same scheme of work for maths</p> <p>Staff to attend high quality CPD</p>	Developing strong middle leaders who are accountable for the quality of provision will ensure more pupils reach ARE.	<p>Lesson observations with regular feedback for teachers.</p> <p>Book and planning scrutiny.</p> <p>Learning walks</p>	<p>AM</p> <p>CP</p>	<p>School tracking data, 3 points through the year,</p> <p>Pupil Progress meetings following each assessment point to identify strengths & weaknesses.</p>
<p>Quality of teaching of reading to be good and better across the whole school</p> <p>Children in KS1 and KS2 are meeting ARE in reading – In line with or above national data</p>	<p>Develop reading curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of reading to be adopted.</p> <p>Reading curriculum to have a focus on language and vocabulary acquisition. Pupils to have high quality texts from literacy spine to be available in all classrooms.</p> <p>Staff to attend high quality CPD</p>	Language acquisition and vocab studies-	<p>Lesson observations</p> <p>Pupil progress meetings.</p>	<p>CP</p>	<p>3x through the year after assessment of progress</p> <p>End of academic year assessments and SATs outcomes</p>

Quality of teaching of Writing to be good and better across the whole school Children in KS2 meeting ARE in Writing - In line with or above national data £500 a day for English specialist	Develop writing curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of writing will be adopted Writing curriculum to have a focus on language and vocabulary acquisition	Language and vocabulary gap between pupils has been identified as a key reason for the attainment gap see Why Closing the Word Gap Matters- The Oxford Language Report	Attainment and progress checks Nov, Feb, July Learning Walks	CP	At Pupil Progress meetings following assessments 3 x per year End of the academic year school tracking data 2020-21
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Total budgeted cost **£ 2071 + Power Maths £5000 Boost to the English budget- £7071**

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attainment in writing and spelling across the school.	All class teachers to have TAs supporting with the teaching of Literacy every morning. Targeted provision through specific interventions for small groups Renew subscription of software to support SPAG and spelling A consistent approach to the teaching of spelling to be adopted across the whole school	1:1 tuition shows +5 months average progress in EEF toolkit	Attainment and progress checks Oct, Feb, July	CP	At Pupil Progress meetings following assessments 3 x per year Phonics screening results. SATs results End of term assessments x3
Gap is closed in maths and writing between PP/non PP children	Targeted TAs to support small group work or 1:1 teaching with PP/vulnerable pupils across the school	1:1 tuition shows +5 months average progress in EEF toolkit	Target TA support weekly. Set up weekly online program for KS2 pp pupils.	AM	At Pupil Progress meetings following assessments 3 x per year Analysis of School tracking end of each term.

Total budgeted cost **£ 9000**
(This equivalent to a FT TA –not in addition to what we already have

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Additional pastoral/adult support for PP pupils identified as having a degree of social and emotional needs which is a barrier to their learning. Janet 2 hours a week	ELSA trained Teaching Assistant to deliver the program working 1:1/small groups with targeted pupils for approximately 6 – 8 week throughout the year.	EEF sites specialised programmes which are targeted at students with particular social or emotional problems have an average of +4 months gain. To build self-esteem to ensure targeted PP pupils build resilience to access learning.	Timetabled provision is set aside weekly for TA to plan sessions and deliver programme to targeted pupils.	JS CP	After each program has been completed successfully. Impact on progress at the end of the year each term. Continue funding next year to complete training.
For PP children to be involved in after-school events/sports fixtures All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum	Fund swimming lessons transport costs for PP Subsidise /or fund Y5/6 PP residential Subsidise cost of educational visits and visitors to the school and after school clubs Inform parents of PP pupils funding available for after school clubs	100% of all PP pupils access residential Each class go on at least one trip/have one visitor per term 100% children access all trips and visits	Costs for visits are kept low. Continue to monitor attendance and participation in voluntary activities such as after school clubs/events and music lessons	GM CP	Continued this year.
Total budgeted cost					£2250.00
5. Review of expenditure					
Previous Academic Year	2019-20	£13250 – Review to be carried out in March 21 (following guidance)			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. attainment data, progress data, and case studies.	Lessons learned (and whether you will continue with this approach)		

<p>Children in KS1 and KS2 are meeting ARE in Maths at or above the national average</p>	<p>PP pupils in KS1 and KS2 have targeted group and 1:1 intervention programs in addition to math's lessons.</p> <p>Whole school teaching from the same scheme of work</p> <p>Targeted interventions.</p>	<p>School was closed due to lockdown from March '20 until June. No data was collected.</p> <p>New scheme of work was adopted and been used across the school from June 20.</p> <p>Targeted interventions were cancelled due to lockdown. Have recommenced since September.</p>	<p>Scheme or work dies require supplementing with other materials.</p>
<p>Quality of teaching in maths to be good and better across the whole school</p>	<p>Improve the teaching of reasoning and problem solving across the school</p> <p>Maths lead attending Middle leaders course</p> <p>Whole school to have consistent approach to teaching reasoning and problem solving using the same scheme of work for maths</p>	<p>School was closed due to lockdown from March '20 until June. No monitoring took place.</p> <p>Middle leasers course was successfully completed.</p> <p>Teaching of reasoning was being taught across all classes up until March. It has recommenced since the return to school in September.</p>	<p>Continue with White Rose scheme but explore how it can be supplemented</p>
<p>Quality of teaching of reading to be good and better across the whole school</p> <p>Children in KS1 and KS2 are meeting ARE in reading – In line with or above national data</p>	<p>Develop reading curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of reading to be adopted.</p> <p>Reading curriculum to have a focus on language and vocabulary acquisition</p>	<p>Reading curriculum developed was disrupted by lockdown and English lead maternity cover. Work to continue this academic year.</p>	<p>Vocabulary acquisition needs further development</p>
<p>Quality of teaching of Writing to be good and better across the whole school</p> <p>Children in KS2 meeting ARE in Writing - In line with or above national data</p>	<p>Develop writing curriculum with Literacy specialist so that it is broad, ambitious and meets the needs of all pupils. A consistent approach to the teaching of writing will be adopted</p> <p>Writing curriculum to have a focus on language and vocabulary acquisition</p>	<p>Writing curriculum is broad and ambitious. There is a consistent approach to writing across the school</p>	<p>Further work on vocabulary acquisition needs developing</p>

ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Improved attainment in writing and spelling across the school. SPAG subscription?	All class teachers to have TAs supporting with the teaching of Literacy every morning. Targeted provision through specific interventions for small groups Renew subscription of software to support SPAG and spelling	All classes have TAs Small interventions did take place until March SPAG was used during lockdown	Keep TAs in classes, where possible extend hours for the afternoon Review teaching of SPAG across the school
Gap is closed in maths between PP/non PP children	Targeted TAs to support small group work or 1:1 teaching with PP/vulnerable pupils across the school in the afternoons	Children did take part in catch up until March. Gap was closing	Continue with Numicon catch up intervention in KS2

iii. Other approaches			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Additional pastoral/adult support for PP pupils identified as having a degree of social and emotional needs which is a barrier to their learning.	ELSA trained Teaching Assistant to deliver the program working 1:1/small groups with targeted pupils for approximately 6 – 8 week throughout the year.	Pupils who received ELSA had reduced number of behaviour incidents	Continue next year.
PP pupils who wish to learn string instruments in KS2 are funded so children at Wootton St Peters experience success learning a musical instrument regardless of disadvantage background	LA music service teacher delivers string instrument lessons to PP pupils x1 per week. Subsidise/fund cost of string instrument lessons.	Pupils learning instruments are high attaining	Continue next year where possible.
For PP children to be involved in after-school events/sports fixtures All children have the opportunity to access wider curriculum, attend residential and broaden experiences in a rich curriculum	Fund swimming lessons transport costs for PP Subsidise /or fund Y5/6 PP residential Subsidise cost of educational visits and visitors to the school and after school clubs Inform parents of PP pupils funding available for after school clubs	100% of all PP pupils access residential Each class go on at least one trip/have one visitor per term 100% children access all trips and visits	Continue next year.

