

School Pupil Premium Strategy Statement – 2020 - 2021

1. Summary information					
School	WOOLHAMPTON CE PRIMARY SCHOOL				
Academic Year	2020-21	Total PP Budget	£11,960	Date of most recent PP Review (internal/external)	(review for approval at TLC governors meeting)
Total number of pupils	107	Number of pupils eligible for PP	7 (6 x PP 1 x PP+)	Date for next review of this strategy	July 2021

2. Current attainment Assessment data from 2019-20
Due to the low Pupil Premium numbers, please contact the school for our most recent assessment data. This consists of: • % Achieving GLD • % Achieving Phonics • % achieving Expected or above in KS1 RWM • % achieving Expected or above in KS2 RWM • Progress R/W/M • % achieving an improvement in Emotional Social and Mental Health / Self-esteem / Confidence / Social Skills

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Emotional and social skills difficulties	
B.	Delayed acquisition of literacy skills – causes relate to individuals	
C.	Delayed acquisition of numeracy skills – causes relate to individuals	
D.	PPG children are encouraged to attend clubs at lunch / after school and financial barriers are removed to enable them to do so.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Parental engagement	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria

A.	Children's emotional needs and mental health needs are supported effectively through effective home school partnership. Improvements in areas of emotional health identified as areas of concern. Measured through: • Ensure baseline survey of attitude (School Wellbeing survey) helps to pin point areas of need to be worked on. • ELSA (Emotional Literacy Support Assistant) notes on progress to teacher and teacher reviews on ELSA impact. • Parent meetings with teachers discussing whole child (emotional barriers as well as academic barriers) Other professionals involvement incl SEN/CP & reports External agencies such as Bounce Back 4 Kids and end of course impact reports.	Case-studies show that the partnership between families of pupils who are eligible for PP and the school actively support their children to help work on targeted areas and know their child's ability and recognise their potential to do well. Children's self-esteem and work ethic is assessed intrinsically through the self-reporting on the wellbeing survey and extrinsically through class teacher/ELSA reports with more positive attitudes of the child reported, fewer behaviour incidents recorded over time and families report at PP parent partnership meetings, increased nurture, and the family access resources such as Early Help/CP/SEN support where needed Attendance and punctuality improves. COVID-19 National Lockdown – Weekly welfare checks of PPG children and additional 'catch-up' Zoom sessions with LSAs. Where not engaging HT will follow up to encourage partnership. Ensure physical needs are met through food vouchers and parcels. ELSA packs delivered to children who need additional help if the children are not attending school.
B.	Improved acquisition of Literacy skills - Measured through data and discussion at Pupil Progress meetings	Pupils standardised scores to increase. The attainment gap between PP pupils and their peers will close. Pupils meeting age related expectations - measurement by Standardised scores in Termly reading and spelling tests (Quality of writing seen in books improves with increased writing stamina) Hodder and Salford test used for dual PPG and SEND for reading and Spelling. First PPM to look at loss of learning and attainment for PPG children and 'catch-up' work to help address this. If not attending school, additional Zoom sessions, technology and work packs offered. Teachers to support parents with Headteacher.
C.	Improved acquisition of Numeracy skills. - Measured through data and discussion at Pupil Progress meetings	Pupils standardised scores to increase. The attainment gap between PP pupils and their peers will close. Pupils meeting age related expectations - measurement by Standardised scores in Numeracy testing. Books evidence accelerated progress. Quality First Teaching to be prioritised to PPG children, HT to monitor day to day and via Learning walks and Lesson Observations. Basic Skills Maths Test used to identify gaps and a MA – for dual PPG and SEND. First PPM to look at loss of learning and attainment for PPG children and 'catch-up' work to help address this. If not attending school, additional Zoom sessions, technology and work packs offered. Teachers to support parents with Headteacher.
D.	Involvement of PP children in school events / clubs / school residential trips to help boost self-esteem Register of clubs – measuring uptake of PP children in clubs. In Structured Conversations with parents, identifying further barriers that prevent children from accessing clubs	All PP children attend at least one school club. PP children to receive assistance with funding for residential trips. Spring 2 – Involvement with additional PE and Well Being Activities.

E.	Greater parental engagement evident. - School events hosted to support parental engagement especially parents of PPG children, e.g. Open mornings, The Big Read Day.	Increased parental attendance at school events Increased satisfaction on Parental School Survey. Improved submission of homework. Increase in standardised score for reading. Attendance and punctuality improves. Pupils better equipped. KB to contact PPG families weekly, RC to contact SEND families weekly. Zoom social events to be welcoming and fun.
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Planned expenditure					
Academic year		2020-21			
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?
A - Emotional and social skills difficulties More relaxed, resilient and motivated children in school. Barriers to emotional health are removed.	Therapeutic Thinking training Rewarding behaviour based on the 'gems' system to encourage children to develop resilience.	This is an approach used by many schools in West Berkshire. The initial training is free. The BIT (Behaviour Intervention Team) and EP (Educational Psychologists) will be making recommendations along this approach, so it is useful to understand and use this approach before seeking any expert advice if necessary.	Having now completed the training Headteacher to lead staff training and development to ensure whole-school approach. Using approach / strategies when considering dealing with a child's behaviour.	Headteacher	Start Summer 1 Lead Teacher to lead on Recovery Curriculum. HT to lead on Whole School approach to Therapeutic Thinking.
B - Delayed acquisition of literacy skills – causes relate to individuals	Continuing to focus on high quality first teaching in class. Development of a whole-school reading plan.	High quality teaching will enable all children to flourish. Talk for learning – ensure all children are given valuable experiences of discussion and debate and this is structured well/ A more systematic reading scheme will allow for closer monitoring of progress.	Working with class teachers to support needs of PP children. Ensuring CT work daily with groups of PPG children to support learning where appropriate. Implementation of new reading scheme and Collins/MyON remote learning libraries. Where appropriate check SAPs targets are worked on in class.	English Lead HT	Termly (at Pupil Progress meetings) Monitoring of remote learning to ensure appropriate differentiation.

C - Delayed acquisition of numeracy skills – causes relate to individuals	Continuing to focus on high quality teaching in class. Introduction of Times Table Rock stars Maths Lead to undertake specialist teacher role.	High quality teaching will enable all children to flourish. Ensure the assessment tool is correct for each child and used to formulate SAPs. Ensure WS approach to Mastery of Maths from R to enable clear models are taught across school.	Working with class teachers to support needs of PP children. Where appropriate check SAPs targets are worked on in class. Maths lead to work with R/Y1 to establish set models. Monitor use of it by PP children	Maths Lead Pupil Premium Coordinator	Termly (at Pupil Progress meetings) Monitoring of remote learning to ensure appropriate differentiation.
E – Parental Engagement	Sessions in and around school time to engage parents and support them to support their child. Uploading materials to website from school sessions so those unable to attend could still access Use of social media (school Facebook page) to share activities.	Christian welcoming Ethos permeates and everybody feels safe and not judged at school. Ensure fun community events are inclusive. EFF Toolkit – ‘Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.’	PPG co-ordinator monitoring of parental attendance at meetings. Follow up non-attendance to ensure parents feel comfortable. Look for ways to support this process.	Subject Leaders Pupil Premium Coordinator	Termly Headteacher to monitor engagement of Remote Learning and continue to encourage participation.
Total budgeted cost					
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?

A - Emotional and social skills difficulties	ELSA sessions and work with PPG TA. ELSA to provide home packs to boost self-esteem. ELSA to continue to work with children in school where needed.	Develop the child's social skills and emotional skills through a variety of interventions: one to one and small group provision. E.g. ELSA, social skills groups, mindfulness. As a school provide educational and residential visits to inspire the children's learning. Also to provide a range of extra-curricular opportunities to develop skills, build self-esteem/confidence and help to build new friendships. Support with uniform funding so that each PP child is suitably dressed for school and for PE lessons and the children feel a sense of belonging and are part of the school.	Evidence of a strong link between home and school and any behaviour at school and at home is shared, and has been addressed so that the child is now using appropriate strategies to manage his/her emotions and behaviour. The children will have attended the educational visits and residential visits offered and it will have inspired their learning and helped them to engage with the topic they are studying. Therefore having a positive effect on their learning and academic progress. All PP children are dressed appropriately for school and PE lessons so they feel comfortable in their appearance.	Pupil Premium Co-ordinator Teachers/TAs mentor as appropriate ELSA	Termly ELSA training costs and resources.
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B - Delayed acquisition of literacy skills – causes relate to individuals	Referral to EP (Educational Psychologist). Following up advice from CALT (Cognition and Learning Team). Teacher/ TA led interventions including; tutoring, pre and post teaching and specific programmes. Additional reading practice. Comprehension exercises and support. Work on revision of Letters and Sounds starting with phase 2. Provision of reading books to go home. Measurement by Standardised scores in bi-annual reading and spelling tests (NGRT and Vernon Spelling test). PPG coordinator takes part in Pupil progress meetings. LSAs to provide additional Zooms with intervention planned by teachers. Some interventions to continue remotely e.g. Toe by Toe. LAL work to be completed in school. Access to Collins YR-3 Access to MyOn Y4-6	Interventions that have proven to be effective are used primarily e.g. precision teaching and Catch Up Reading. Interventions led by teaching assistants are well planned with clear direction from teachers The NFER report on supporting children from disadvantaged backgrounds suggests that having targeted interventions, catering for individual needs had more success in raising attainment. The EEF suggests that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It also states that research suggests that TAs can have a positive impact on academic achievement when used effectively. Access to MyOn reading and Collins E-Reading to ensure children continue to read during remote education. Involvement in the Accelerated Reading Project where PPG children will take the Star Reading Assessment and books will be signposted that are at the correct challenge level.	Interventions are assessed at the beginning and end of term. Intervention folders are monitored. Observations of interventions. Feedback from TAs. Interventions where children work outside of the classroom primarily take place outside of core subject times. Measurement by Standardised scores in bi-annual reading and spelling tests (Hodder and Salford).	English Lead Pupil Premium Coordinator	Termly Monitoring
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C - Delayed acquisition of numeracy skills – causes relate to individuals	Referral to EP and CALT. Teacher/ TA led interventions including; tutoring, pre and post teaching and specific programmes. Pre-learning vocabulary and concept preparation sessions. Measurement by Numeracy Assessment test – Basic Skills. Teachers to feedback to PPG children first in class and mark books first. PPG coordinator takes part in Pupil progress meetings. Remote access to WRM videos and correct level of mastery planned – differentiated and to include self-challenge.	Interventions that have proven to be effective are used primarily e.g. precision teaching and Catch Up Reading. Interventions led by teaching assistants are well planned with clear direction from teachers The NFER report on supporting children from disadvantaged backgrounds suggests that having targeted interventions, catering for individual needs had more success in raising attainment. The EEF suggests that overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. It also states that research suggests that TAs can have a positive impact on academic achievement.	Interventions are assessed at the beginning and end of them. Intervention folders are closely monitored. Observations of interventions. Feedback from TAs. Interventions where children work outside of the classroom primarily take place outside of core subject times. Measurement of standardised scores from testing. – PUMA and Basic Skills. Precision Teaching and SNAP to be made available and monitored.	Maths Lead Pupil Premium Coordinator	Termly Training for SNAP Maths intervention: £275 Group tuition
D – Involvement of PPG children in clubs.	A range of clubs put on that meet children's interests. PPG children are individually encouraged to attend. In Structured Conversations with parents, identifying further barriers that prevent children from accessing clubs	If children are engaged in extra-curricular activities this will boost their confidence and self-esteem. It might encourage them to lead healthier lives and work more collaboratively with others.	Register of clubs – measuring uptake of PP children in clubs Discussing attitudes of the clubs with the parents / children Discussion in being able to fund before school care for individual PP children, if this would benefit those children in the mornings.	Pupil Premium Coordinator Sports Co-ordinator (Kate Javes)	Termly
E - Parental engagement	Termly meeting with parents to discuss the progress of children, potentially as telephone calls or at a more convenient time if commitments do not allow attendance at regular meetings. Referral to external support agencies. Invitations to meetings and events are given individually/ personally and before rest of class. Weekly during National Lockdown.	Meetings may not be attended because commitments make it difficult to attend – offering alternative arrangements may remove barriers to this. Structured Conversation meetings to be held at the same time as parents evening, one each term: this will allow the school to liaise with the child's families to discuss the child's family circumstances/history and to set targets for the child, the school and the parents to achieve, depending on the needs of the child.	Improved submission of homework. Increased attendance at meetings.	Pupil Premium Coordinator Class Teacher	Termly

Total budgeted cost					£9,880
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?
Total budgeted cost					

5. Review of expenditure - to be completed in July 2021				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated effect: 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)	Cost

A - Emotional and social skills difficulties More relaxed, resilient and motivated children in school. Barriers to emotional health are removed.				
B - Delayed acquisition of literacy skills – causes relate to individuals				
C - Delayed acquisition of numeracy skills – causes relate to individuals				
E – Parental Engagement				

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)	Cost
A - Emotional and social skills difficulties				
B - Delayed acquisition of literacy skills – causes relate to individuals				
C - Delayed acquisition of numeracy skills – causes relate to individuals				
D – Involvement of PPG children in clubs.				
E - Parental engagement				

			Running Total:	
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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)	Cost
			Running Total:	
			Current Total Spend:	

6. Additional detail

Financial breakdown:

Carry forward from 19/20	£0
PP funding 20/21	(6 x PPG + 1 x PPG+) = £
Total for 21/22	

