

Wiveliscombe Primary Pupil Premium Strategy Statement 2020-2021

1. Summary information					
School	Wiveliscombe Primary School				
Academic Year	2020/2021	Total PP budget	£44,660	Date of most recent PP Review	March 2021
Total number of pupils	189	Number of pupils eligible for PP	22	Date for next internal review of this strategy	July 2021 – Review completed in red
Number of pupils eligible for forces funding	1	Number of pupils eligible for PP+	1	Total Number of pupils eligible for PP, PP+ and Forces funding	24

2. Current attainment (End of 2018-19) THERE IS NO OFFICAL END OF YEAR DATA FOR JULY 2020 (due to the coronavirus pandemic)		
	Pupils eligible for PP	All Pupils
EYFS at GLD (5 Pupil Premium children)	40%	73%
Y1 Phonics screening (5 Pupil Premium children)		79%
KS1 (2 Pupil Premium Children)		
% achieving expected standard or above in reading, writing and maths	72%	72%
% achieving expected standard or above in reading	86%	86%
% achieving expected standard or above in writing	79%	79%
% achieving expected standard or above in maths	76%	76%
KS2 (8 Pupil Premium Children)		
% achieving expected standard or above in reading, writing and maths		53%
% achieving expected standard or above in reading	25%	59%
% achieving expected standard or above in writing	38%	72%
% achieving expected standard or above in maths	25%	63%

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Please note, that as a result of school closures in the academic year of 2020-2021, the following data is based on teacher assessment:

EYFS End of Year	All pupils at Wiveliscombe	PP Pupils (9 pupils)
Good Level of Development	64%	56%

End of KS1	All pupils at Wiveliscombe	PP Pupils (6 pupils)
Age Related Expectations or above in reading	69%	50%
Age related expectations or above in writing	79%	33%
Age related expectations or above in maths	73%	17%

End of KS2	All pupils at Wiveliscombe	PP Pupils (9 pupils)
Age Related Expectations or above in reading	81%	67%
Age related expectations or above in writing	85%	56%
Age related expectations or above in maths	82%	44%

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 literacy skills)*

A.	Attainment and Progress data in reading, writing and maths
B.	Social and Emotional well-being
C.	Poor core skills e.g phonics and number sense.
D.	Low ambition linked to life experiences

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Challenging home environment (breakdown of relationships, parenting skills, previous trauma, support and encouragement available / given at home, improving attendance.	
4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<u>Attainment and Progress data in reading, writing and maths</u> Pupils outcomes in reading, writing and maths will be in line with other pupils nationally for ARE in KS1 and KS2 and GLD in EYFS.	• Pupil outcomes in EYFS are in line with National expectation for GLD. (with PP children performing in line with Non-PP children) • Pupil outcomes in KS1 are in line with national expectation for ARE in reading, writing and maths. (with PP children performing in line with Non-PP children) • Pupil outcomes in KS2 are in line with national expectation for ARE in reading, writing and maths. (with PP children performing in line with Non-PP children) • Staff pedagogy and subject knowledge is improved through phonics and maths training. • Due to school closures in 2020 and 2021 most pupils were remotely educated for parts of the year. Following the appointment of a new school headteacher in Autumn 2020 a challenging remote offer was put into place as well as a robust monitoring and assessment strategy. Results in KS2 for all pupils show a pleasing picture when compared to the last validated results. • Staff worked hard to provide a new bespoke curriculum and benefitted from internal support and moderation activities. • Pupil outcomes for PP pupils are not yet high enough yet and are a priority in the SDP. KS1 outcomes demonstrate the gaps in learning due to school closures in the formative years.
B.	<u>Social and Emotional well-being</u> Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence should lead to an increase in academic progress and engagement.	• To embed the whole school PSHCE curriculum in to all aspect of school life to support all children and give them the opportunity to improve their understanding of the importance of mental health and an awareness of their bodies and caring for themselves and others. • ELSA pre /post data will show an improvement in an identified area of specific need such as emotional awareness, social skills, friendship skills, self-esteem or anger management. This will be evident through both staff and pupil ELSA assessments. This will include higher self-image profiles. • Attendance will improve for identified children – • There are less reported incidents from classroom and playground environments resulting in less children escalating through the behaviour policy. • Children will begin to make academic progress as evident through work scrutiny and data analysis. • ELSA teaching continued online during lockdown. Pupils benefitted from welfare calls, online assemblies as well as an online PSHCE lesson each week. In 2021 pupils experienced Forest School which proved successful in providing a safe outside learning space to thrive. • Nurture groups were introduced to support pupils with social and emotional well-being. • REAL PE was implemented throughout school. Clubs to support this area were well attended such as Yoga and Origami. A local artist came into school to work with pupils for 6 days. New behaviour policy was implemented in Autumn 2020 as well as daily ELSA picnics. Behaviour is greatly

		improved, and fewer incidents were recorded in school. Attendance has greatly improved for all groups. Attendance was at 97% as an average over the summer term. Online registration was effective during lockdown as well as the implementation of weekly attendance certificates for classes.
C.	<u>Poor core skills e.g phonics and number sense</u> Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics. They are more confident and able to engage in English and mathematics lessons. The attainment gap is closed between themselves and their peers.	- Staff pedagogy and subject knowledge is improved through phonics and maths training. - Pre and post data for individual support such as literacy or mathematics support demonstrates gaps filled and shows improvement in reading and spelling ages. - Children use strategies taught in one to one or small group sessions in their daily English and mathematics lessons as evident through work scrutiny and discussions with staff. - Children make academic progress and fill gaps in knowledge and understanding as evident through data analysis. Children are confident to 'have a go' during class based English and mathematics lessons and have a range of strategies to support them (as evident through discussions with staff and pupils and work scrutiny). - Gaps were identified through thorough assessment and addressed within booster groups and intervention data. - Internal moderation continued throughout the year. - Phonics - Staff benefitted from peer-to-peer observations and training with the nursery to ensure a consistent approach. - Staff received internal CPD phonic training. - Joint lesson observations were carried out with staff and the HT.
D.	<u>Low ambition linked to life experiences</u> Children have increased experiences such as; attendance at sports clubs, music lessons, visits and trips to a variety of different places including residential centres. These experiences help them to make links and see the purpose in their learning. It provides children with greater ambition of what they can achieve.	- The number of children engaged in physical activity out of normal school hours increases. - PP children have more opportunities to engage in clubs including sport and music clubs. - PP children get the opportunity to experience new activities and places. - School offered a range of clubs and activities when this was possible during lockdown children were funded where appropriate. School residential to Great Wood in Summer 2020. School clubs were offered such as Yoga, origami and various sports activities.
E.	<u>Challenging home environment</u> (breakdown of relationships, poor parenting skills, previous trauma, poor attendance, lack of support, lack of encouragement and low parental expectations.) Parents engage with the school community and parental partnership is increased. Parents value and contribute to open communication including informing the school about changes of circumstances that may impact on their child's social and emotional well-being. Parenting skills are supported and improved through work with our PFSA. Home and school work together to support children's social, emotional and academic progress. Pupil attendance will improve.	- Parents are open to discussion and communicate effectively with staff about any experiences or changes that may be impacting on their child's well-being. - Parents attend reviews and meetings to work in partnership to support their children.(including meetings with external professionals such as the EP, OT and Paediatricians) - Parents attend training and are given new strategies relevant to supporting their child e.g. sensory workshops, parenting course, work with the school PFSA - Parents work with staff to support children to improve the current situation. This includes working closely with our ELSAs and PFSA. - Parents support their children with homework by following the school homework policy. - Attendance improves for identified children and attendance is in-line with national expectations. - Communication has been regular and partnership working has been successful. Parents have been contacted regularly during lockdown as well as face to face meetings where possible. Attendance was at an average of 97% in the summer term. A review of attendance was carried out between the headteacher and LA in Summer 2021. - PFSA supported parents over lockdown and offered support where necessary.

5. Planned expenditure

Academic year

2020/2021

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?
Pupils outcomes in reading, writing and maths will be in line with other pupils nationally for ARE in KS1 and KS2 and GLD in EYFS.	Staff training to increase knowledge and understanding of the curriculum and quality first teaching including phonics and maths. Staff visits to outstanding settings to share practise and opportunities to work alongside colleagues within the TVP. Subscription to Rising Stars Maths Programme. Subscription to Spelling and Maths Shed Trained Learning Support Assistance in classes to support reading, writing and maths development. Regular opportunities for book scrutiny. Structured Pupil Progress Meetings with HT/SENCO SLT data analysis	Increase staff knowledge, skills and understanding of the curriculum and quality first teaching to ensure effective lessons that meet children's needs and challenge and extend their learning. Regular and rigorous data analysis to identify areas for further development.	Lesson observations, learning walks, book scrutiny, and PPM discussions with SLT	SLT	December 2020
Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement.	PSHCE curriculum with focus session including Life Education workshops. Trained ELSA with a daily 'ELSA drop in' during lunchtime to support small group social and emotional development.	With the ever increasing pressure on young children and the rise in mental health problems, it is essential that we include emotional wellbeing and mental health as part of our curriculum. Giving children opportunities to learn about the importance of looking after our bodies including our emotional health and wellbeing, is key.	Observations of class based session by the school SENCO. Discussions with class teachers and children about their experiences.	SLT	December 2020
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in English and mathematics.	Staff training for all in maths, reading and phonics. Some staff trained in precision teaching by a trained EP alongside TVP colleagues. Trained Learning Support Assistance in classes to support reading, writing and maths development.	Ensuring staff are skilled and knowledgeable in order for them to make judgements / assessments that are accurate. Quality first teaching addresses all pupil needs and therefore pupils are taught and supported appropriately for their level of development.	Lesson observations and learning walks from members of SLT. Planning and work scrutiny by members of SLT. Discussions with staff.	SLT	December 2020

	Regular opportunities for book scrutiny. Structured Pupil Progress Meetings with HT/SENCO SLT data analysis		Analysis of data.		
Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.	Enhanced curriculum days including school trips. Opportunities for children to have music lessons during the school day. A wide range of after school club opportunities including sport, art and music. Specialist music teacher for whole class sessions. Further opportunities linked with the Sports Premium Training for 2 members of staff to achieve their level 3 outdoor learning certificate and lead this within the school.	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences.	Discussions with staff, parents and children.	SLT	December 2020
Non-contact time using Music Specialist cover for Maths, English, EYFS, KS1 and KS2 leads Staff training. Cover for staff to visit other settings and meet with colleagues. Rising stars and spelling shed / maths shed programme, My concern, Specialist music teacher costs.					Total budgeted cost = £13,969

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?
Pupils outcomes in reading, writing and maths will be in line with other pupils nationally for ARE in KS1 and KS2 and GLD in EYFS.	Additional TA support in some classes to help meet the needs of individual pupils. SEN Learning support assistants to work with one to one and small groups for intervention and support. 2 trained ILI learning support assistants	Opportunities for children to narrow the gap with their peers and address misconceptions and gaps in learning.	Session observations. Pre and Post data Discussion with staff and pupils	SLT	December 2020
Pupils' social, emotional and mental wellbeing is improved, leading to increased confidence, enjoyment and engagement. This will enable children to feel safe and secure in school and to manage in a range of social situations. An increase in self-esteem and self-confidence will lead to an increase in academic progress and engagement.	1:1 ELSA sessions Small group ELSA session such as socially speaking Supervision for ELSA. Educational Psychology hours to support the needs of the school and individual pupils when required. Additional lunchtime support to provide 'ELSA drop in' at lunchtime – an alternative lunchtime provision / additional support in unstructured times. Funding to provide PFSA support for individual families as required. Alternative and wide curriculum provided e.g access to cooking equipment and ingredients.	Children have the opportunities to develop their own social and emotional skills in a one to one or small group session. These sessions are targeted at individuals' specific needs. Pupils are supported to develop their understanding of emotions, their bodies' reactions, strategies to calm and manage their emotions in different social situations, expand their communication skills and build their resilience, self-confidence and self-esteem. This enables them to feel safe and secure so that they can thrive academically.	Session observations by the SENCO. Pre and post data Discussions with class teachers, children and parents.	SENCO / HT	December 2020
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their academic progress in literacy and mathematics.	Individual or small group additional support for literacy and mathematics skills by our SEN TAs (2 trained ILI practitioners) Class based wave 2 group interventions for phonics and maths. Phonics and maths training for staff as CPD. Precision Teaching training for 4 members of staff. (by trained EP linked with TVP) SENCo support from within TVP cluster to help identify need and coordinate provision for vulnerable children.	Children's individual gaps in knowledge and understanding are addressed in 1:1 or small group situations with tailored specific support from highly skilled staff. These members of staff liaise closely with class teachers to ensure consistency and further enhance pupil understanding by supporting them to transfer skills taught in 1:1or small group sessions across the curriculum.	Session observations by SENCO Monitoring pre and post data. Analysis of class data Discussions with class teachers, pupils and parents.	SENCO / HT	December 2020
Children have increased experiences such as attendance at sports clubs, music lessons, visits and trip to different to different places including residential trips.	PP children have 1:1 music lessons and after school clubs funded. PP children have subsidised or funded school trips including residential visits. PP children are offered free extra-curricular sports clubs to give them the opportunities to experience a range of different sports. ICT/alternative method of recording are available to improve access to technology and support children with the curriculum.	Children are given a broad and balanced curriculum and the opportunity to explore a wide range of different non- academic skills and broaden their experiences.	Discussions with staff, parents and children.	SENCO / HT	December 2020

Parents engage with the school community and parental partnership is increased.	Regular review meetings with parents /carers of pupils receiving additional support including opportunities to share expertise and advice e.g parental sessions with ELSA , ILI, flexible parents evenings and a variety of parent workshops. PFSA support for identified families. On-going purchase of 'My Concern' as whole school safeguarding record	Parents value and contribute to open communication (including informing the school about changes of circumstances that may impact on their child's social and emotional well-being). Parental support for children increases which impacts on children's self-esteem, self - confidence and attendance.	Discussions with staff, parents, children and PFSA.	SENCO / HT	December 2020
ELSA SEN TAs, additional TA support in class, music lessons, trips, PFSA, SENCO time from within TVP, EP hours, myconcern					Total budgeted cost = £27,471