

Wiveliscombe Primary Pupil Premium Strategy Statement 2019-2020

1. Summary information					
School	Wiveliscombe Primary School				
Academic Year	2019/2020	Total PP budget	£60,261	Date of most recent PP Review	March 2020
Total number of pupils	201	Number of pupils eligible for PP	23	Date for next internal review of this strategy	July 2020 – review completed in red
Number of pupils eligible for forces funding	1	Number of pupils eligible for PP+	4	Total Number of pupils eligible for PP, PP+ and Forces funding	28

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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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.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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 KS1 are in line with national expectation for ARE in reading, writing and maths. (with PP children performing in line with Non-PP children) THERE IS NO OFFICIAL DATA IN JULY 2020 due to the coronavirus pandemic - Staff pedagogy and subject knowledge is improved through phonics, reading and maths training. All teaching staff attended guided reading training in March 2020 and maths training during the Spring Term. Due to the coronavirus pandemic the phonics training and final 2 maths training sessions were cancelled. Staff have undertaken online CPD opportunities during the school partial closures. Reading books have been organised to follow letters and sounds phonics progression and new books have been purchased to ensure a full and variety of reading materials to support children's early reading development.
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	All children have the opportunity to improve their understanding of the importance of mental health and an awareness of their bodies and caring for themselves through the PSHCE curriculum with a focus through Life Education workshops and assemblies. All teaching staff were trained in using the Life Education resources and are embedding them into their curriculum. They have been a focus of

	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.	assemblies during the Spring Term and the children all experienced the 'Life Bus' visit in March 2020. The PSHCE curriculum development is an on-going project. • 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. The ELSA provision continues to provide very effective support for children's social and emotional wellbeing and the ELSA is supported in her role through group supervision with a trained Educational Psychologist. • Attendance will improve for identified children – It has not been possible to measure the impact on attendance due to the coronavirus pandemic. • There are less reported incidents from classroom and playground environments resulting in less children escalating through the behaviour policy. – Behaviour incidences were reducing prior to partial closures due to coronavirus but this will be an area for continued focus when schools fully re-open in September 2020. • Children will begin to make academic progress as evident through work scrutiny and data analysis. – Evidence of progress through the Spring term but no end official end of year data July 2020 due to coronavirus pandemic.
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, reading 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. . All teaching staff attended guided reading training in March 2020 and maths training during the Spring Term. Due to the coronavirus pandemic the phonics training and final 2 maths training sessions were cancelled. Staff have undertaken online CPD opportunities during the school partial closures. • Children uses 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. The impact of this was not fully seen prior to school partial closures. • Children make academic progress and fill gaps in knowledge and understanding as evident through data analysis. There is now a clearer picture of the needs of some children and interventions can be carefully planned to support these gaps in knowledge when the school fully re-opens in September 2020. • 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). Improvements were being seen before school partial closures but this continues to be an area for focus.
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. • An alternative lunchtime club was organised for the summer term but could not happen due to school partial closures due to the coronavirus pandemic.
E.	<u>Challenging home environment</u> (breakdown of relationships, poor parenting skills, previous	• 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. Parental engagement has improved but need to continue to be a focus under the new leadership.

	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 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. • Parental engagement has improved but continues to be an area for development in order to ensure parental voice is heard. Parents have become more involved through participating in parenting workshops linked to the SEND information report and some have engaged with completing transition review documents for their children with additional needs to support their transition to a new class – this has been limited and parental engagement needs to continue to be a focus. • 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. It has not been possible to monitor this due to the coronavirus pandemic.
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5. Planned expenditure

Academic year

2019/2020

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, reading, maths. Staff visits to outstanding settings to share practise and opportunities to work alongside colleagues within the TVP. Specialist maths advisor to spend time with each class teacher to boost pedagogy Subscription to Rising Stars Maths Programme. Subscription to SPAG programme. 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	July 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.	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	July 2020
Pupils' gaps in knowledge and misconceptions are addressed. They make progress with phonic skills and maths skills which impacts on their	Staff training for all in maths, reading and phonics. Staff training in working memory. Some staff trained in precision teaching.	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	Lesson observations and learning walks from members of SLT. Planning and work scrutiny by members of SLT.	SLT	July 2020

academic progress in English and mathematics.		appropriately for their level of development.	Discussions with staff. 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.	Life Education Visit and workshops. Visit and workshop from an Author. Enhanced curriculum days such as science day. 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.	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	July 2020
Non-contact time using Music Specialist cover for Maths, English, KS1 and KS2 leads Staff training. Cover for staff to visit other settings and meet with colleagues. Rising stars and SPAG programme, My concern, Specialist music teacher costs.					Total budgeted cost = 21,524

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. Additional after school boost sessions for year 6 pupils with a trained teacher and 2 HLTAs.	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	July 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 'quiet club' at lunchtime – an alternative lunchtime provision / additional support in unstructured times. Funding to provide PFSA support for individual families as required. 1:1 Forest School and Equine Provision for identified children. (including transport costs) 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	July 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 TA. Class based wave 2 group interventions for phonics and maths. Phonics, reading and maths training for staff as CPD. Precision Teaching training for 4 members of staff. 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 1:1 or 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	July 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.	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	July 2020

	ICT/alternative method of recording are available to improve access to technology and support children with the curriculum.				
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.	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	July 2020
Elsa, SEN TAs, additional TA support in class, music lessons, trips, forest school, equine, REACH, transport, PFSA, SENCO time from within TVP, EP hours, booster staff					Total budgeted cost = 38,737