



Pupil premium strategy

Intent

Our aim is:

- To narrow the attainment gap between pupils. We want to ensure that there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.
- To ensure that 'Pupil Premium' children benefit from having access to a broad range of opportunities, experiences and clubs. We passionately believe this benefits their wider personal development enabling them to be happy, confident and successful in and out of school.
- To ensure excellent school attendance in order for our children to benefit from the education and opportunities provided by the school.

Implementation

Pupil Premium funding is used in different ways to best support individual pupils.

Examples of how we use the funding are:

- Additional staffing in their year group to provide small provision to further enhance our teaching.
- Payment for School Trips.
- Access to clubs so every Pupil Premium pupil can attend a club.
- Additional pastoral support for all Pupil Premium Pupils through Reading or 1:1 sessions with specialist TAs.
- Specialist teaching groups involving Pupil Premium pupils to narrow the gap between them and non Pupil Premium pupils.
- Tailored training for staff to support specific pupils.

All of the children who qualify for pupil premium are tracked by Miss Lambdon.

The majority of our pupil premium is spent on academic needs -pupils that qualify benefit from learning in smaller groups or having additional intervention to secure their academic potential.

However, funding is determined by the needs of the individual child. Therefore, we also use the Pupil Premium to fund non-academic support for an individual child, for example by funding an important school trip, or providing an opportunity to join an out of school sports club. We also use the funding to contribute towards the cost of our specialist pastoral support worker who works every afternoon in school providing support to our children.

Impact

-80% of our children in receipt of Pupil Premium achieved the expected standard in reading, writing and maths in the previous academic year compared to the national average of 47% amongst Pupil Premium children nationally and 65% nationally amongst all pupils.

-80% of our children in receipt of Pupil Premium who were not identified as having SEN and who were with us from the beginning of their school journey passed the Y1 phonics screening. (18/19 data. No 19/20 data due to Covid-19 school closures)

1. Summary information					
School	Wootton Primary School				
Academic Year	2020-21	Total PP budget	£59885	Date of most recent PP Review	
Total number of pupils	385	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Feb 21

2. Current attainment				
	<i>Pupils eligible for PP (end of Y6 = 11 ch) Mock test data and TA (Covid)</i>	<i>National average (all pupils) 2019 (2020 not available)</i>	<i>National average (pupils eligible for PP) 2019 (2020 not available)</i>	<i>National average (pupils not eligible for PP) 2019 (2020 not available)</i>
% achieving expected standard or above in reading, writing & maths	80%	65%	47%	68%
making expected progress in reading (as measured in the school)	All children were on track to meet or surpass EOY targets. 4 children based on December data were on track to exceed.	0	-0.62	0.32
making expected progress in writing (as measured in the school)	All children were on track to meet or surpass EOY targets. 2 children based on December data were on track to exceed.	0	-0.5	0.27
making expected progress in mathematics (as measured in the school)	All children were on track to meet or surpass EOY targets.	0	-0.71	0.37

	3 children based on December data were on track to exceed.			
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3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Children start school with limited vocabulary and oral language skills in Reception - these are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. Children coming in after Covid-19 lockdown are starting with a lower level of spoken communication. Reception children missed 5 months of S+L interventions and so this needs to be picked up.
B.	Children who are registered PP have had fewer opportunities to experience a broad range of enrichment activities before they start school. This slows writing progress in subsequent years. This has worsened due to the Covid lockdown.
C.	Some children are leaving KS1 without the necessary skills to read fluently for sustained periods and understand what it is they are reading. Due to Covid, the gap in reading ability has increased with some children not being read to at all during the lockdown.
D.	Some children who are registered as PP do not have the expected standard of maths skills including mental and written arithmetic skills, number sense and fluency or reasoning and application skills.

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for pupils eligible for some PP are as low as 80% . This reduces their school hours and causes them to fall behind on average.
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4. Impact - outcomes (*specific outcomes and how they will be measured*)

Success criteria

A.	Improve oral language skills for pupils eligible for PP in Reception class and those in Year 1 (catch up programme).	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations. Children in Year 1 catch up in their oral language skills.
B.	Enable PP children to access extra-curricular activities through the use of the PP voucher.	Full participation by all PP children on school trips and visits.

	<p>Children gain new experiences and visit new places in a learning context through educational trips planned for classes.</p> <p>New lunchtime and afternoon enrichment activity supervisor employed to give children more experiences in bushcraft and collaborative projects.</p> <p>New lunchtime enrichment activity supervisor employed to give children more experience in art, science and collaborative projects.</p>	<p>PP children engaging in a range of extra-curricular clubs.</p> <p>Children from Year 3, 4 and 5 engaging in bushcraft activities and learning new skills.</p>
C.	Ensure every child achieves functional literacy skills, and close the reading achievement gap for vulnerable children working below age-expected levels.	PP children will leave KS1 as fluent readers and achieve the expected standard for their year.
D.	Ensure children achieve functional maths skills including high standards of number sense and fluency and good mental and written arithmetic so that this can then be applied in reasoning situations.	PP children will have functional maths skills and achieve the expected standard for their year.
E.	Maintain attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve to 96% in line with 'other' pupils.

5. Review PP strategy - Y6 outcomes as per section 2

Previous Academic Year	19-20		
i. Quality of teaching for all			
<p>Maths (December): 18% BLW, 60% WTS, 21% EXS Reading (December): 8% BLW, 57% WTS, 14% EXS, 3% GD</p>			
Action	Intended outcome	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)

<p>Monitor the quality of reading lessons across the school.</p> <p>Identify areas that need addressing.</p> <p>Offer support from subject leader</p>	<p>Improved progress for all pupils in reading.</p>	<p>Progress data for reading shows that children made a good start to the year. This included PP.</p>	<p>New style reading lessons act to develop children's comprehension skills.</p>
<p>Ensure that maths lessons follow the 'mastery' approach to developing knowledge and application.</p>	<p>Improved outcomes and confidence in maths.</p>	<p>Progress data for maths shows that children made a good start to the year. This included PP.</p>	<p>Mastery has worked well in deepening and broadening maths knowledge.</p>

ii. Targeted support

Action	Intended outcome	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)
<p>Speech and language experts delivering high quality S&L interventions from the earliest opportunity.</p> <p>In Reception – Chataway programme</p>	<p>Improve oral language skills for pupils in Reception class.</p> <p>Improve oral language skills for those children identified as having an additional S&L need.</p>	<p>Speech and language interventions have been deployed successfully.</p> <p>Chataway programme in Reception was setup with TAs assessing children and working with groups.</p>	<p>Interventions stopped in February half term.</p>
<p>LSAs to deliver slimmed down version of SwitchedOn reading programme.</p>	<p>Ensure every child achieves functional literacy skills, and so to close the reading achievement gap for vulnerable children</p>	<p>Reading interventions in the SO style have continued and enabled children in Y1 and 2 to develop their functional literacy.</p>	<p>Children have not been able to build on these skills due to breaks in education.</p>

SLT to monitor children's progress at the end of each 10 week programme.	working below age-expected levels.	KS1 Phonics results were very good	
iii. Other approaches			
Action	Intended outcome	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)
Head to monitor pupils and follow up quickly on absences. First day response provision.	Increased attendance rates of PP children.	Attendance of all children was 97% up to 21st March 2020. PP children was 96%.	Continue to monitor the attendance and agree parental contracts with those that fall short of the expectation
FSW to support families struggling through the EHA toolkit FSW and school counsellor to deliver interventions to effectively support the emotional and pastoral needs of all children.	Families better placed to support the needs of their children. Give children strategies to manage and understand their feelings.	FS manager has contacted all vulnerable children throughout the pandemic and has continued to complete EHA assessments, held TAFs and worked with external professionals to source relevant services available via Zoom All vulnerable were able to attend school lockdown provision. This was constantly reviewed and the numbers in attendance	

		increased as families and children struggled more.	
Sports & Arts participation	All PP children to be able to access extra-curricular opportunities throughout each year group	Participation in after school sports clubs has continued up until March '20. All PP children have free access to dance, drama and sports clubs. Most parents have made the most of these facilities.	

Academic year	20-21
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i. Quality of teaching for all

Intent - actions	Impact - (outcome)	What is the evidence and rationale for this choice? (EEF)	Implement- How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Monitor the quality of reading lessons across the school.</p> <p>Identify areas that need addressing.</p> <p>Offer support from subject leader</p>	Improved progress for all pupils in reading.	<p>High ability pupils and high attaining pupils eligible for PP are sometimes making less progress than other higher attaining pupils across Key Stage 2 in reading.</p> <p>We want to ensure that all pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>Reading lessons which focus on comprehension help to build up children's understanding of texts, social structures, language etc. which in turn feeds into fluency of all literacy skills.</p>	<p>Review, evaluate and adapt the strategies and approaches implemented over the last two years for reading lessons.</p> <p>Monitoring time</p> <p>Scrutiny of children's learning - book looks.</p> <p>Lesson observations</p> <p>Analyse results.</p> <p>Purchase whole class texts.</p>	Daniel McGill	Termly
<p>Monitor the implementation of the new poetry curriculum with a focus on speaking and listening.</p>	Improved speaking and listening skills for all pupils (especially in oral communication).	Children are coming into school with limited vocabulary and oral language skills in Reception.	<p>Review evidence collected.</p> <p>Complete pupil voice.</p> <p>Learning walks of poetry sessions.</p>	Daniel McGill	<p>Feb 21</p> <p>July 21</p>

Implement the new school phonics guidance and monitor the impact (KS1)	Improved reading fluency and spelling skills for all pupils.	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.	Phonic learning walks Phonics check analysis	Kim Atkinson	Nov/Dec 20 April 21
Monitor the implementation of the new WRH resources. Monitor the quality of maths learning across the school. WRH CPD for whole staff - webinars run by the company.	Improved outcomes and confidence in maths.	According to the EEF toolkit, the mastery approach can be a relatively low cost yet effective approach to improving attainment in maths. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.	Subject leader and an additional teacher will enrol on the programme. They will first embed the approach in their classroom before rolling out the programme. An attached specialist will support the roll out of the programme. Booked CPD courses.	Sarah Hornsby	Termly
Total budgeted cost					£13500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech and language experts delivering high quality S&L interventions from the earliest opportunity. In Reception – Chataway programme	Improve oral language skills for pupils in Reception class. Improve oral language skills for those children identified as having an additional S&L need.	EEF Toolkit suggests that effective oral language interventions and phonics teaching improves attainment and is suitable as an approach that we can embed across the school.	Three LSAs are qualified to deliver the intervention. Regular update with external S&L expert to give additional targets. S&L LSAs – 10.5hrs per week Management time 3 hrs per term	Louise Harries	December 21 February 21 July 21

<p>LSAs to deliver a SwitchedOn reading programme in Y1 and Y2.</p> <p>SLT to monitor children's progress at the end of each 10 week programme.</p>	<p>Ensure every child achieves functional literacy skills, and so to close the reading achievement gap for vulnerable children working below age-expected levels.</p>	<p>EEF toolkit suggests the programme can make a noticeable positive impact. This effect can be envisaged as suggesting that on average pupils receiving the intervention would make approximately three additional months' progress over the course of a year compared to similar pupils who did not.</p> <p>Pupils with low attainment prior to the intervention showed particularly positive results, making five additional months progress on average. Pupils eligible for free school meals and pupils identified as having special educational needs made four additional months progress on average.</p>	<p>Regular updates on progress of children using Reading Age tests as a bench line.</p> <p>LSAs have received training.</p> <p>Dedicated time to daily reading with switched on reading children.</p> <p>Management time 6 hrs per term</p>	<p>Rachael Lambdon</p>	<p>Termly</p>
<p>Maths interventions to provide catch up for PP children across KS2.</p> <p>Teacher tutoring 1:4 - 4 pupils in Y6 1 hour once a week - 10 sessions. (x2)</p> <p>Teacher tutoring 1:1 - 5 pupils Y4. (x2)</p> <p>Teacher tutoring 1:1 - 5 pupils Y3. (x2)</p>	<p>Improve number sense and application amongst all pupil premium children so that this can be applied to reasoning problems. Children to leave primary school with functional maths skills.</p>	<p>Good number sense helps children manipulate numbers to make calculations easier and gives them the confidence to be flexible in their approach to solving problems.</p> <p>Children who develop number sense can assess how reasonable an answer is, and routinely estimate answers before calculating. They look for connections and readily spot patterns in numbers, which helps them predict future outcomes. They have several approaches to calculating and problem solving and can use and adapt these for new situations.</p>	<p>Teachers will be paid for tutoring time.</p> <p>Tutoring sessions will be scheduled and monitored by SLT.</p> <p>Interventions to be run in school time by LSA extra hours. Timetables for this to be checked by SLT.</p>	<p>Rob Crilly</p>	<p>Termly</p>
Total budgeted cost					<p>£17700 - 21000 (depending on</p>

					tutoring need)
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Head to monitor pupils and follow up quickly on absences. First day response provision.	Increased attendance rates of PP children.	We can't improve attainment for children if they aren't actually attending school. The Key conducted research proving that Pupils with no absence are 1.3 times more likely to achieve the expected standard.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure provision and standard school processes work smoothly together. Management time 6hrs per term -	Rob Crilly	Termly reviews
FSW to support families struggling through the EHA toolkit FSW and school counsellor to deliver interventions to effectively support the emotional and pastoral needs of all children.	Families better placed to support the needs of their children. Give children strategies to manage and understand their feelings.	Rationale for this is that children need to feel safe and secure and their basic needs need to be met in order that they are able to learn.	FSW and School counsellor to deliver appropriate pastoral interventions to support vulnerable children. FSW will utilise the EHA toolkit to support families of vulnerable children	Louise Harries	Termly
Specialist support interventions delivered for children struggling with phonics, spelling and reading.	Increased confidence. Raised attainment.	Children who struggle in class in these areas need a specialist intervention in order to boost their progress - catch up!	Each intervention will be reviewed termly with children's progress measured using spelling age measures and reading age measures.	Rachael Lambdon/ Louise Harries	Termly
Sports & Arts participation	All PP children to be able to access extra-curricular opportunities	EEF suggests that Sports & Arts participation both improve attainment of Vulnerable pupils.	All PP children will have access to school voucher to enable parents to access any school clubs and trips for their child.	Rachael Lambdon	Termly

	throughout each year group		KS1 = £100 KS2 = £150 Management time 3hrs per term-		
Improve artistic and practical experiences available for all children.	All children in KS2 to be able to access extra art, science and bushcraft activities throughout the year.	Children from disadvantaged backgrounds have fewer materials at home to explore art skills, conduct science experiments and experience investigative play than those from disadvantaged backgrounds.	All children in KS2 to take part in at least 1 additional art activity and 1 additional bushcraft activity per year.	Rachael Lambdon	Termly
Total budgeted cost					£47000
7. Notes					

Calculations for tutoring is based on 4-8 children per year group tutored by an M6 teacher. The higher amount is included to account for any children who require smaller groups and for teachers who are higher on the payscale.