**West Tytherley CE Primary School - Pupil Premium Strategy Statement - DRAFT**

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| 1. **Summary information** | | | | | | | |
| **School** | West Tytherley CE Primary School (8503169) | | | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | | £10,484 | **Date of most recent PP Review** | | Dec 2020 |
| **Total number of pupils** | 49 | **Number of pupils eligible for PP** | | 1 (2%) | **Date for next review of strategy** | | Feb 2021 |
| **Cohorts** | **YR:**  0 FSM | **Y1:**  0 FSM | **Y2:**  0 FSM | **Y3:**  0 FSM | **Y4:**  0 FSM | **Y5:**  0 FSM | **Y6:**  1 FSM |
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| **The Use of the Pupil Premium**  The Pupil Premium is additional funding for publicly funded school in England to raise the attainment of disadvantaged pupils and diminish the gap between them and their peers. It is allocated to children from low income families who are currently known to be eligible for Free School Meals (FSM), Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as Ever 6 FSM measure).  Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.  From April 2020, Pupil Premium funding was £1,345 per pupils. School also receive funding of up to £2,345 for Looked after Children and those adopted from care and £300 for Service Forces children. | | | | | | | |

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| 1. **Previous Attainment** (July 2020) | | | | | | |
|  | *Pupils eligible for PP* | | *Pupils not eligible for PP* | | *Disadvantage Gap* | |
|  | School | National | School | National | School Gap | National Gap |
| \*\* *There were no pupils eligible for Pupil Premium in KS2* |  |  |  |  |  |  |
| **% achieving ARE or above in reading, writing and maths** | - | - | 63% | 65% | - | - |
| **% achieving ARE or above in reading** | - | - | 88% | 73% | - | - |
| **Average scaled score in reading** | - | - | 110 | 104 | - | - |
| **% achieving ARE or above in writing** | - | - | 88% | 78% | - | - |
| **% achieving ARE or above in GPS** | - | - | 75% | 78% | - | - |
| **Average scaled score in GPS** | - | - | 108 | 106 | - | - |
| **% achieving ARE or above in maths** | - | - | 75% | 79% | - | - |
| **Average scaled score in maths** | - | - | 105 | 105 | - | - |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
|  | Progress in Maths- held back due to a lack of fluency and conceptual understanding; need to reason and explain thinking |
|  | Progress in Reading – limited phonic understanding in some classes, fluency and comprehension – also not heard read aloud at home |
| **C.** | Lacking social and emotional resilience |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Limited expressive vocabulary – more engagement at home in reading, discussion and experiences |
| **E.** | Low Attendance rate |

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| 1. **Desired Outcomes** | | |
|  | *Desired outcomes and how they will be measured* | *Success criteria* |
|  | **Improved fluency and reasoning skills in maths** through Quality First Teaching, accurate assessment of learning to adapt learning for children. | Improved progress and attainment data. Gaps closing for PP and Non PP.  Improved conceptual and procedural understanding in maths.  Improve ability to visualise problems and explain their thinking clearly both verbally and within their maths books.  Number and tables fluency is improved. |
|  | **Improved rates of progress in reading** through:   1. embedding reading routines both at home and school 2. ensure accurate assessment of reading 3. continue to identify children who require specific intervention to close the reading gap. | Improved assessment of reading across the school. Improve the progress and attainment data in reading - closing the gaps for PP and Non PP children.  Promote an enjoyment of reading and positive routines, both at home and at school.  Pupils able to confidently use phonics to decode and read for meaning. |
|  | **Improved positive mindset and self-belief.** Pupils see themselves as good learners through pupil conferencing, GFT and ELSA | Responses to pupil conferencing and mentoring discussions positive.  More able to ‘have a go’ and learn from their mistakes.  Can recognise their areas for improvement and develop resilience in learning.  Can recognise the skills of being a good learner, are able to reflect on this personally, set themselves goals to achieve and feel proud of their success. |
|  | **Improved expressive vocabulary and increased expectation and opportunities for children to express themselves to others.** | Pupils will develop a wider vocabulary that they are able to access.  Staff will increase their expectation of pupils needing to explain their thinking clearly.  Pupils will be able to reflect on experiences and recall them clearly |
|  | **Further improved attendance monitored by class teacher and headteacher** | At least 95% attendance overall and significantly increased rates of attendance for PP as a group and individually. |

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| 1. **Planned expenditure TO BE REVIEW IN FEBRUARY 2021** | | | | | |
| **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. | | | | | |
| 1. **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** | **Review** |
| **Improved fluency and reasoning skills in maths** through Quality First Teaching, accurate assessment of learning to adapt learning for children. | Increase expectation that all pupils including PP children explain their thinking both verbally and in maths books. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| Increase accuracy and analysis of assessment for LA/SEN PP children through the use of Sandwell Assessments and Hampshire’s SEN tool. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| **Improved rates of progress in reading** through:   * embedding reading routines both at home and school * ensure accurate assessment of reading * continue to identify children who require specific intervention to close the reading gap. | Engage with parents to promote reading and positive routines of reading at home – a parental workshop and information. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| Increase accuracy and analysis of assessment for LA/SEN PP children through the use of Sandwell Assessments and Hampshire’s SEN tool. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| Ensure that pupil’s reading is regularly and accurately assessed, and their progress in RWI is tracked. Where there is a gap, appropriate intervention in put into place. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| **Improved expressive vocabulary and increased expectation and opportunities for children to express themselves to others.** | Along with other strategies to develop pupils’ vocabulary and increase opportunities for expression, our PP children do not have many different experiences and therefore have limited cultural capital. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| Maths SEN Planning Tool £125; English Planning Tool £125; Sandwell Maths Online resources £220 and license subscription £55pa; Payment for school trips and experiences (£200); Times Tables Rockstars online subscription (£80); | | | | **Total budgeted cost £805** | |

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| 1. **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** | **Review** |
| **Improved positive mindset and self-belief.** Pupils see themselves as good learners through pupil conferencing, GFT and ELSA | | Emotional literacy support helps children who struggle with social and emotional areas. Children learn strategies for managing their own emotions better and therefore are able to apply themselves more successfully to their learning within the classroom. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| **Improve progress in maths and reading through additional, targetted intervention.** | | Lockdown has caused some children to go back in their learning and need specific intervention, along with QFT, to support pupils and enable learning gaps to be filled. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |  |
| Release for ELSA training (£1600); Intervention Support provided by Teaching Assistant (£3000) | | | | | **Total budgeted cost £4600** | |
| **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** | **Review** |
| **Improve attendance** | 1. Emphasise the attendance policy with all parents including PP families;  2. provide information about the impact of school absence;  3. Monitoring attendance rates and communicate these to parents by letter and discussion  4. Apply consequences if attendance doesn’t improve | | Attendance across the school needs to be improved. However, this is especially the case with disadvantaged families. The school needs to be more insistent and rigorous in its approach. | **TO BE COMPLETED IN JAN/FEB 2021** |  |  |
|  | | | | | **Total budgeted cost £0** | |

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| 1. **Review of expenditure** | | | | | | | |
| **Previous Academic Year 2019-20** | | | | **£8815 (**representing 8 pupil premium children inc 2 looked after pupils) | | | |
| 1. **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. | | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| **Improved rates of progress in maths** through Quality First Teaching, (bar modelling, CPA visual representations and resources, number & tables fluency) alongside conferencing and provision of additional intervention support. | | Embed CPA representation (concrete-pictorial-abstract) including bar modelling. Provide staff CPD to support CPA to all support staff | | Evidence in QFT and books show increased use of CPA and bar modelling to better support learners. Staff CPD has impacted upon this. Due to Covid lockdown, unable to quantify impact through school data. | | Ongoing |  |
| Improve accessibility to concrete resources that will support conceptual understanding. | | Children are more frequently using concrete resources to visualise concepts and support their mathematical thinking. | | Ongoing |  |
| Regular practice and teaching of tables through the regular use of Times Tables Rockstars. | | Introduced from Y2 upwards. Pupils generally engaged and TT Rockstars are supporting learning of tables well. This was also accessed during lockdown well. Other times tables routines are being well embedded and fluency increasing. | | Ongoing to increase fluency. |  |
| **Improved rates of progress in reading** | | Ensure that pupil’s reading is regularly and accurately assessed, and their progress in RWI is tracked. | | Systems for tracking RWI are in place. Better routines around reading. | | Routines need to be shared, understood and rigorously applied by all relevant staff. |  |
| Establish a ‘Fresh Start’ intervention programme to support those pupils who most need to catch up with their peers. Purchase of resources is required. | | Intervention established post lockdown again to develop fluency in reading. Data unattainable at present. | | Ongoing |  |
| Invest in a wider range of phonically decodable texts to support learners, so that texts are correctly matched are promoting confidence and progress. | | Large investment made in this area and accessible to pupils. | | No – but consistent routine around their use still necessary. |  |
| Engage with parents to promote reading and positive routines of reading at home – a parental workshop and information. | | Not undertaken due to Covid restrictions | | Ongoing need |  |
| **Improved vocabulary range and increased expectation and opportunities for children to express themselves to others.** | | Funding will pay for some trips and experiences to build on this. | | Not undertake due to Covid | | Still important |  |
| 1. **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** |
| **Improved positive mindset and self-belief.** Pupils see themselves as good learners through pupil conferencing, mentoring and ELSA | Increase ELSA support for individual PP pupils | | Impact made with some pupils but lockdown has prevented accessing this for the rest of the year. | | Yes - Ongoing | |  |
| **Improve engagement in learning and play in line with peers** | Provide adult support for specific PLAC in Year 1 class - to engage in learning activities and interact socially | | Support was in place to for children. Pupil left post lockdown. | | No | |  |
| **Improved attendance** | 1. Emphasise the attendance policy with all parents  2. Provide information  3. Monitoring attendance rates  4. Communication to parents | | Attendance needs shared with parents. Systems in place and embedded for monitoring and following up.  Data incomplete due to lockdown however. | | Ongoing to rigorously apply system in school and to raise parental awareness. | |  |

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| 1. **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** |
| **Increase parental engagement in school and in their child’s learning** | Engage and communicate.  Increase workshops and opportunities to get involved. Focus on Reading and phonics. | Not quantifiable due to lockdown. | Ongoing – increase information that goes out to parents about childrens’ learning. |  |

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| **Additional detail** |