

Primary School Pupil premium strategy statement

1. Summary information					
School	Great Wishford Primary School				
Academic Year	2019/20	Total PP budget	£10740 (7 PP and 5 service)	Date of most recent PP Review	Dec 2019 Jan 2020 July 2020
Total number of pupils	96	Number of pupils eligible for PP	12 5 Service (£1500) 7 PP (£9,240)	Date for next internal review of this strategy	Nov 2020

2. Current attainment - (Summer 2019 End of KS2)			
	<i>Pupils eligible for PP in school (Your School)</i>	<i>Pupils not eligible for PP in school (Your School)</i>	<i>Pupils not eligible for PP (National Average)</i>
% achieving the expected standard or above in reading, writing & maths	23%	77%	65%
% making expected progress in reading	67%	92%	73%
% making expected progress in writing	33% (GPS 67%)	85% (GPS 85%)	%(GPS 78%)
% making expected progress in maths	33%	85%	79%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Very low start points of some of the EYFS children
B.	Emotional needs of some of these children negatively affect progress, attainment and general wellbeing
C.	History of lower progress for disadvantaged pupils
External barriers	

D.	Low attendance rates of some of these children
E.	Family welfare concerns around some of these children
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
For all pupils who are eligible for the pupil premium grant to make at least the same amount of progress as those who are not eligible for the pupil premium grant (set as a full year's progress in school).	
Success criteria	
All pupils will, from their different starting points, make at least a full years progress as a minimum.	

5. Planned expenditure					
Academic year		2019/20			
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?
At end of EYFS Stage Children achieve GLOD at or above National outcomes	To ensure Early Years is well resourced to develop all areas of learning, specifically Communication and language, self-regulation and numeracy skills	EEF has found from studies that quality Early Years Education has positive impact on end of primary school outcomes for disadvantaged (and all) children through improvements in <ul style="list-style-type: none"> • positive, purposeful interactions between staff and children, • activities that support children's language development, • the development of early number concepts, and • self-regulation. <i>Education Endowment Foundation</i>	Lesson Observations Book looks Learning Walks Children's Outcomes	JB	The implementation will be reviewed in July 2020 <i>JULY review:</i> <i>63% of children achieved a predicted GLOD.</i> <i>Some resources bought to develop areas of learning. Not complete due to COVID-19 closure.</i> <i>Still to be resourced:</i> <ul style="list-style-type: none"> • Role play area • Resources for role play area • Mud kitchen • Resources for mud kitchen

					<ul style="list-style-type: none"> Resources to support development of writing
Closing the attainment gap, accelerated learning including higher ability children achieving greater depth	<p>Booster groups for higher ability groups</p> <p>Intervention support for bridging groups</p>	<p>Evidence shows that small group tuition is effective the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p> <p><i>Education Endowment Foundation</i></p>	<ul style="list-style-type: none"> Assessment pre-sessions and after 6 weeks will enable the progress to be measured to decide if the work being done is beneficial. 	SC	<p>This will be reviewed at</p> <ul style="list-style-type: none"> pupil progress meetings AC meetings <p><i>JAN Review:</i> Booster groups being taught by class teacher in years R, 1, 2, 5 and 6. Booster groups taught by TAs in years 3 and 4.</p> <p><i>JULY review:</i> Assessment points during the year showed good progress in these groups until March 2020.</p>
Y5/6 classes split for mornings- four out of five mornings	<ul style="list-style-type: none"> Improved quality first teaching time Improved targeted teaching and differentiation through smaller class numbers. 	<p>EEF states that quality/good teaching in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements.</p> <p><i>Education Endowment Foundation</i></p>	<ul style="list-style-type: none"> End of year outcomes equal targets, or are better than targets set from FFT aspire so disadvantaged learners have at least .5 point progress score for reading, SPAG and maths. 	SLT	<p>Reviewed at assessment points during the year (Nov 2019, March 2020 and end of year)</p> <p><i>Review JULY:</i> Assessment points for Nov and March happened. Predicted end of year outcomes taken from these and TA. On track for improved GDS in Year 6, year 2 is a focus year with a small group remaining below EXS. Did not complete support due to COVID-19.</p> <p><i>Small class sizes allowing for increased teacher led small group interventions.</i></p>

					<p>Reviewed through pupil progress meetings (three times per year as above)</p> <p><i>Review JAN: Nov PPM targeted small groups and individual children- look to resourcing intervention packages and researching what is available to support basic maths skills.</i></p> <p><i>Review JULY: March PPM did not happen due to COVID-19 closures.</i></p> <p>Reviewed at lesson obs and through SLT meetings</p> <p><i>Review JAN: Nov PPM meeting good, targeted selected children and groups for support. SLT providing good focus time for monitoring children through books.</i></p> <p><i>Review JULY: SLT meetings provided the best feedback this year as happened more frequently. Look to increasing PPM meetings to once a term.</i></p>
Emotional Literacy Support	Opportunities for children experience emotional issues to discuss and find strategies to handle their	There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the	Sessions run once a week for 6 weeks. The outcomes and effect of the intervention is then	MP SP	Reviewed in Pupil Progress Meetings (three times per year)

	problems. 1 to 1 sessions.	emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically. <i>Oxfordshire.gov</i>	assessed, and next steps are considered. There is also an ongoing dialogue with parents to involve them in the process.	Report to SC	Reviewed in any SEND review meetings. <i>JULY review: 2 x ELSA TAs trained in school 12 children have accessed ELSA in some form during the year and one of these as a specific response to COVID-19.</i>
Total budgeted cost					<p>RESOURCES FOR EYFS PLAY- £1000.00 TA HOURS FOR INTERVENTIONS / ELSA- £TBC</p> <p>ELSA Training- £600 ELSA TA hours- TBC SENDCO MONITORING ELSA AND STRATEGIES TO SUPPORT- 0.1 days- £150 p/w for __ weeks £TBC</p> <p>0.4 TEACHER FOR SPLIT CLASS +PPA Time- £TBC</p>
ii. 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?

<p>For all pupils to have access to all activities.</p>	<p>Supplement school outings, sports activities, trips and music lessons as well as providing Sports Kit where needed.</p>	<p>We have seen that some of our disadvantaged children do not always have Sports Kit; conversations with parents has revealed that they are unable to afford it. Similarly, the cost of a school trip or school after school club can be difficult for some parents to afford.</p> <p>Music provision is also offered and paid for our PP children to ensure fair access to activities.</p>	<p>All of our PP children have appropriate kit and are able to participate in school trips without financial hardship to parents.</p> <p>All our PP children have the chance to take part in all areas of the curriculum and are not negatively affected by financial pressures</p> <p>All children can join in all educational activities equally</p>	<p>Senior Leadership Team</p>	<p>Every term (3 times a year) although it will also be review throughout the year as needs arise</p> <p><i>JULY review: On track with support until March and COVID-19 closures.</i></p> <p><i>Look to music provision as we return in line with COVID-19 restrictions.</i></p>
<p>Enable children to access education in different forms to allow for individual needs to be met.</p> <p>Allow children to develop their self-esteem.</p>	<p>Forest School</p>	<p>Education in the outdoors environment has allowed some of our children to be successful in a way they couldn't have been in school.</p> <p>Forest School offers learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.</p>	<p>Reports from Forest School</p> <p>Reports from children and parents</p>	<p>SENDCO</p>	<p>Weekly Reports from Forest School</p> <p>Every term alongside children accessing / SENDCO and parents</p> <p><i>JULY review: Up until March 2019, 2 children attending Forest school. Both children benefitted from this, one in particular was able to learn in a classroom environment much more successfully once Forest School provision was enabled. Research running Forest School in the school grounds next year so all children benefit from this</i></p>

<p>Celebrating success to improve self-esteem</p>	<p>Our embedded rewards policy is a contributory factor to improving attainment, behaviour and engagement. Weekly Celebration Assembly continues, where rewards are presented. There are awards for good work; good attendance. Winning House rewards; reading awards etc</p>	<p>For pupils to feel positive about themselves and that they can achieve.</p> <p>To encourage parents into the school to support their children improve parental engagement with school and learning.</p> <p>EEF research advocates approaches to develop a positive school ethos or improve discipline / low level disruption across the whole school which also aim to support greater engagement in learning.</p>	<p>Weekly celebration assembly and termly house point reward / VIP lunch</p> <p>Keeping a record of who our achievers are- ensuring this matched our good behaviour policy and in class attitude.</p>	<p>All staff</p>	<p>Termly and annually with weekly checks at PDMs</p> <p><i>JAN review:</i> <i>Discussions around rewards and children receiving them completed as part of PDM each week. Research how our school values can be used to underpin the rewards so we are rewarding our everyday values.</i></p> <p><i>JULY review:</i> <i>On track until March 2020.</i></p>
<p>Meeting emotional needs of some of our children through Restorative Justice</p>	<p>Restorative Justice</p>	<p>Positive behaviour management that allows children to discuss and talk through incidents guided by an adult.</p> <p>An approach to develop a positive school ethos across the whole school which also aims to support greater engagement in learning- tackles and allows discussion of 'anti social' behaviour from some of our children who don't have role models at home.</p>	<p>A reduction in low level disruptive behaviour in the classroom, in sports lessons and during playtimes will allow for more positive learning time.</p> <p>Issues will be dealt with through talking and gaining an understanding of consequences, feelings. Improvement in social behaviours and self regulation.</p> <p>Cost for whole school training- TBC</p>	<p>All staff</p>	<p>Termly through staff PDM.</p> <p><i>JAN review:</i> <i>(This has been successful- Look to re training / whole staff training in new academic year as new members of staff joining the school and to ensure MDSAs etc all familiar and using well)</i></p> <p><i>Safeguarding Governor has made this a topic of discussion in her visits with children- it is seen as hugely positive by all children</i></p>

	<p>Total Budgeted Cost</p> <p>SPARE PE KIT- £500.00 SUPPLEMENT SCHOOL OUTINGS/TRIPS/EDUCATION AL TRIPS- £2000.00 SCHOOL UNIFORM COSTS FOR SPARE- £500.00 REWARDS- £1000.00 MUSIC PROVISION- £TBC RESTORATIVE JUSTICE TRAINING- TBC</p> <p><i>JULY review: RESTORATIVE JUSTICE TRAINING TO BE RESEARCHED FOR ACADEMIC YEAR 2020-21 AS MARCH CLOSURE MEANT TRAINING DIDN'T HAPPEN</i></p>
--	--

1. Review of expenditure				
Previous Academic Year		2018-19 £30,080		
i. 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
Pupils receive immediate intervention to fill any gaps in learning.	<ul style="list-style-type: none"> Maintain level of Teaching Assistants who will support learning in the classroom for English and Maths. TAs will also provide small group / 1:1 intervention to close gaps where needed	<p>Children received interventions to support individual learning needs.</p> <p>100% of disadvantaged learners met reading targets in year 6 50% met writing targets 50% met maths targets One child scored 99 on SS for maths</p> <p>Progress for disadvantaged still negative in KS2 outcomes. Although improvements from previous years, still a focus area.</p>	<p>TAs to run more focused pre teaching interventions in response to child need.</p> <p>Disadvantaged learners across the school didn't close the gap as successfully as we wanted. In year 1 and 2 significant needs of children took up TA time so interventions couldn't happen consistently.</p> <p>Think about: Curriculum narrowed for those children out of class and receiving interventions- look to more in class focused groupings</p> <p>Look to using needs of children to dictate where TAs work rather than attaching to each class</p> <p>Teachers delivering quality first teaching interventions and TA working with the class</p>	£1,000

<p>Improved oral language skills</p> <p>Improved results in writing progress and attainment.</p>	<ul style="list-style-type: none"> • Improve FS2 outside play area to provide quality resources to encourage language development • Staff development – writing / GLOD TD day / training • Target intervention groups – specifically focusing on READING COMPREHENSION STRATEGIES and PHONICS to close the vocabulary gap • Targeted phonics groups from termly phonics screening <p>SPAG resources bought to support basic skill teaching</p>	<p>Phonics results- 80.9% pass rate- from 47% in year 2017/18</p> <p>SPAG skills are being developed in children's work and practised in writing- Book Looks I SLT and PDMs evidence this as improving across the school.</p> <p>Outcomes in Year 6 SPAG= 92% ARE or above 100% disadvantaged learners ARE</p>	<p>Continue to build our synthetic phonics teaching next year to improve outcomes</p> <p>THINK ABOUT: Whole staff CPD to ensure quality teaching from all staff</p> <p>Continue to develop focus on Vocabulary through teacher CPD – STAR Vocab Continue to develop SPAG focus across the school</p> <p>THINK ABOUT: Curriculum development- LTP to include clear SPAG progression linked to new resources</p>	<p>£533</p>
<p>Y5/6 classes split for mornings- four out of five mornings</p>	<ul style="list-style-type: none"> • Improved quality first teaching time <p>Improved targeted teaching and differentiation through smaller class numbers.</p>	<p>Outcomes in Year 5: 58% ARE and above Outcomes in Year 6: 75% ARE and above</p>	<p>Smaller classes in year 5 and 6 have allowed for focused, quality first teaching. Continue this approach next academic year</p> <p>THINK ABOUT: Budget for next year Cross phase planning- time for teacher to plan will require careful PPA time planning</p>	<p>£20,000</p>

Emotional support	<ul style="list-style-type: none"> Play Therapy <p>ELSA trained TA</p>	Parental feedback very positive for children accessing ELSA and play therapy.	<p>Play therapy to be discontinued as children accessing it have left school- play therapy has been very successful</p> <p>THINK ABOUT: Use of Link 2 to support children</p> <p>Look to improving ELSA area so dedicated space can be used. Look to 2 x ELSA next academic year as very successful this year</p>	£2,160
ii. 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	Cost
For all pupils to have access to all activities.	Supplement school outings, sports activities, trips and music lessons as well as providing Sports Kit where needed.	<p>Clubs were offered but limited</p> <p>Swimming accessed by all children (including 100% disadvantaged y6)</p> <p>Correct PE kit ensured for 1 x DL</p>	<p>Look to furthering after school clubs</p> <p>Continue to help fund activities (Music, residentials, swimming, trips) and uniform as this allowed all children (inc DL) to take part in all activities</p>	£6,387