

# Great Wishford Primary School Pupil premium strategy statement

At Great Wishford Primary School we believe every child, irrespective of their starting points, family circumstances or barriers to learning, should leave school excited about learning, resilient to set-backs and determined to succeed.

Through our pupil voice we aim to find ways of meeting children's individual needs and develop their confidence, independence and self-belief. We recognise the importance of parents and wider family in supporting their child's learning and actively seek ways to engage with them ensuring that their views are heard and valued.

We encourage all children to have high aspirations, recognising perseverance.... are key learning behaviours for success. Early identification of needs ensures we respond actively to identified groups, offering additional, targeted support, and ensuring accelerated progress.

We offer a broad, balanced and exciting curriculum, designed to motivate and encourage resilience in our learners and meet their identified needs, whilst developing life-long skills and a love of learning.

We ensure all children have equal opportunities in all aspects of school life by providing a wide range of emotional, social and academic support. Through enabling financial support we are able to ensure our children access the range of curricular and extra-curricular opportunities our curriculum provides.

## School overview

Metric	Data
School name	Great Wishford Primary School
Pupils in school	73
Proportion of disadvantaged pupils	15% (DL) 7% (Service)
Pupil premium allocation this academic year	13,450 (DL) 15,500 (Service)
Academic year or years covered by statement	2020/2021
Publish date	January 2021
Review date	March 2021
Statement authorised by	
Pupil premium lead	S. Cleaver

Governor lead	J. Melville
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**Disadvantaged pupil progress scores for last academic year (year 2018/19 due to Covid Closures no progress scores published for 2019/20)**

Measure	Score
Reading	1.19
Writing	-7.05
Maths	-6.59

**Strategy aims for disadvantaged pupils**

Measure	Score
Meeting expected standard at KS2	1 out of 2 (50% of DL learners)
Achieving high standard at KS2	0% for year 2020/21
Measure	Activity
Priority 1	Resource reading scheme / reading book for DL children.
Priority 2	Breakfast Club started.
Barriers to learning these priorities address	<p>Appropriate reading material/content for age matched to reading ability.</p> <p>Lack of support from home in reading daily- increased reading in school to compensate and improve practise.</p> <p>A good start to all children for school- fed a healthy breakfast and chance for a structured and purposeful school morning start.</p> <p>Good role modelling of social behaviours.</p> <p>Increased support with homework activities and reading.</p>
Projected spending	<p>£2000.00 DL reading books</p> <p>£1000.00 to start Breakfast Club (TBC)</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	0.3 (LA non disad score) / 1.5 (school score)	July 2021
Progress in Writing	-0.2 (LA non disad score) / 0.4 (school score)	July 2021
Progress in Mathematics	-0.5 (LA non disad score) / 0.1 (school score)	July 2021
Phonics	100% reach expected standard	June 2021
Other		

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
<p><b>Priority 1</b> Reading- Maintain/improve reading outcomes at end of each key stage. PP children achieve in line with non- pupil premium children Improved outcomes (in line with national) for all children at end of each key stage</p> <ul style="list-style-type: none"> <li>• In-school assessment data</li> <li>• KS1 &amp; KS2 SATs results</li> </ul>	<ul style="list-style-type: none"> <li>• Letters and Sounds training for whole school staff- children get good or better daily phonics teaching.</li> <li>• DL reading scheme resourced for older children in school who still need the support of a scheme but with appropriate aged content.</li> <li>• Resource letters and sounds phonics teaching.</li> <li>• Teacher CPD in Write Stuff training.</li> <li>• Resource vocabulary support teaching and learning resources to support Write Stuff English teaching.</li> </ul>
<p><b>Priority 2</b> Children's literacy, including oral language and communication strategies in early years, will be developed so that vocabulary knowledge, spelling and writing outcomes are improved so PP children achieve in line with non PP children</p> <ul style="list-style-type: none"> <li>• In-school assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Improve C&amp;L resourcing in both the indoor and the outdoor learning environment in EYFS / Y1 classroom.</li> <li>• Write Stuff resourcing to allow quality learning to reflect main teaching in child initiated activities.</li> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• GLOD outcomes</li> </ul>	
<p><b>Priority 3</b> Maintain/Improve EXS and above outcomes in Maths at the end of KS1 and 2- PP children achieving in line with non PP children</p> <ul style="list-style-type: none"> <li>• In-school assessment data</li> <li>• KS1 &amp; KS2 SATs results</li> </ul>	<ul style="list-style-type: none"> <li>• Mastery teaching CPD for teaching staff in KS1 and 2 to ensure quality first teaching for PP children and whole class</li> <li>• White Rose resources to support mastery/whole class teaching</li> <li>• Concrete resources to support and build CPA approach across the school- to help intervention teaching</li> <li>• Intervention teaching program to support those children who have fallen behind due <ul style="list-style-type: none"> <li>○ Parental support from home</li> <li>○ Lower self esteem</li> <li>○ Mobility</li> </ul> </li> <li>• Maths workshops run for parents- invites sent to named children to ensure PP children's parents receive school support and feel invited/welcome in school</li> </ul>
<p><b>Priority 4</b> Gaps in learning and misconceptions to be 'plugged' rapidly and improve progress and attainment for PP pupils</p> <ul style="list-style-type: none"> <li>• In-school assessment data</li> <li>• KS1 &amp; KS2 SATs results</li> </ul>	<ul style="list-style-type: none"> <li>• Marking and Feedback policy used so PP books are marked first by the teacher</li> <li>• Teachers aware of PP children in class and ensure support level for learning is adequate</li> <li>• PP group assessment monitored at SLT and fed back to staff</li> <li>• Pupil Progress meetings to check in on these children</li> <li>• Teacher run interventions to support learning</li> </ul>
<p><b>Priority 5</b> Improved attendance levels for pupils eligible for PP with attendance below 90%</p> <ul style="list-style-type: none"> <li>• In school attendance data</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance/ Registers monitoring on a termly basis</li> <li>• Letters sent to parents who children fall below 94.9%</li> <li>• SAM invites sent if attendance drops below 90%</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Parental support and encouragement with homework set</li> </ul> <p>All children receive good or better phonics teaching every day (as intervention from end of Year 1) to ensure immersion in correct phonological support. Access to appropriate reading books for age and content level to ensure all children are accessing books and reading daily.</p> <p>Parental support and access to appropriate books from home.</p> <p>External vocabulary development and support.</p>

	Access to quality resources in school for t&l.
Projected spending	<p>Whole school Phonics training (online) and resources- £2000.00</p> <p>Resourcing DL reading books/reading scheme- £2000.00</p> <p>Resourcing Vocabulary development resources for Early Years Classroom (outdoor playhouse and role play area resources)- £2000.00</p> <p>Write Stuff resources- £1000.00</p> <p>Maths Resources- £3000.00</p>

### Wider strategies for current academic year

Measure	Activity
<p><b>Priority 1</b> Ensure all PP children start the day with a healthy and well-balanced breakfast.</p> <ul style="list-style-type: none"> <li>Children's ability to concentrate will give a better quality of work- School assessment system will show improved progress</li> <li>Improvement in mental health and wellbeing- ELSA feedback meetings with SENCO</li> </ul>	<ul style="list-style-type: none"> <li>Start a Breakfast Club</li> <li>Weekly drop in ELSA slots for those children who are PP to catch up and check all is well</li> </ul>
<p><b>Priority 2</b> Ensure that all children can access the curriculum in a variety of educational styles</p> <ul style="list-style-type: none"> <li>In-school assessment data</li> <li>KS1 &amp; KS2 SATs results</li> </ul>	<ul style="list-style-type: none"> <li>Forest School started on site- 1 x day per week provided by WWT</li> <li>Staff CPD to run Forest School on site ourselves</li> </ul>
<p><b>Priority 3</b> Ensure all children can access all educational activities</p> <ul style="list-style-type: none"> <li>All children taking part in all activities</li> <li>ELSA feedback on wellbeing of PP children</li> </ul>	<ul style="list-style-type: none"> <li>Contributions towards payment of school trips and activities to support the curriculum</li> <li>Help with sports kits and uniform where families may be struggling to afford the correct uniform items.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Ensures all children receive a healthy and balanced breakfast to start the school day with.</li> <li>Ensures all children receive a structured and good start to the day.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensures all children receive some homework and reading support from an adult during breakfast club time.</li> <li>• Ensures good role modelling of meal time and social behaviour.</li> <li>• Ensures all children access learning and the curriculum through a variety of teaching styles- including the outdoor environment.</li> </ul>
Projected spending	Forest School practitioner for one day per week- £1500.00 (TBC) To start Breakfast club- £1000.00 (TBC)

## Monitoring and Implementation

Area	Challenge	Mitigating action
Targeted support		
Priority 1	<p>Ensuring all teachers are able to teach Letters and Sounds and are knowledgeable about the scheme- fidelity to one scheme</p> <p>Whole school being consistently Letters and Sounds and not using any other schemes in school</p>	<p>Whole school staff CPD in Letters and Sounds.</p> <p>Audit phonics resources across the school and ensure all are Letters and Sounds resources.</p> <p>Re resource where needed.</p> <p>Timetable in time for phonics sessions to happen.</p>
Priority 2	Ensuring quality resources to support high quality teaching of C & L and English curriculum in EYFS	<p>Improve C&amp;L resourcing in both the indoor and the outdoor learning environment in EYFS / Y1 classroom.</p> <p>Write Staff resourcing to allow quality learning to reflect main teaching in child initiated activities.</p>
Priority 3	<p>Ensuring quality teaching for each child in large KS2 class of mixed 4,5 and 6</p> <p>Ensuring mastery teaching for all children</p>	<ul style="list-style-type: none"> <li>• TA support in larger KS2 class will be HLTA support to allow for split teaching across different year groups.</li> <li>• Interventions of high quality- PP meetings- and run by teacher in the first instance.</li> </ul>

	Quality maths resourcing across the school to support the teachers plan and provide a high quality maths curriculum	<ul style="list-style-type: none"> <li>• Mastery teaching CPD for teaching staff in KS1 and 2 to ensure quality first teaching for PP children and whole class</li> <li>• White Rose resources to support mastery teaching-workbooks for children to work alongside the children</li> <li>• Concrete resources to support and build CPA approach across the school- to help intervention teaching and whole class teaching</li> </ul>
Priority 4	Ensuring M&F is of a consistently high quality in PP children's books	<ul style="list-style-type: none"> <li>• Monitoring of PP books in SLT</li> </ul>
Priority 5	<p>Parental view of importance of education</p> <p>Parental engagement in attendance letter actions</p>	<ul style="list-style-type: none"> <li>• Named invites to all in school activities relevant to their child</li> <li>• Ensure catch up/follow up if appointments missed</li> <li>• Attendance letters sent out termly</li> <li>• Link to importance of attendance in school newsletters</li> <li>• Involvement of EWO if SAM meeting not attended</li> </ul>
Wider strategies		
Priority 1	<p>Staff/Volunteers to run Breakfast Club.</p> <p>Starting Breakfast Club during Covid-19 restrictions.</p> <p>Food hygiene standards certification?</p>	<p>Waiting for restrictions to lift before Breakfast Club started.</p> <p>DL Governor asking wider community for volunteers to help run Breakfast Club- school staff not easily available before school.</p> <p>Kitchen Food Standards to be researched/applied for during T3.</p>

Priority 2	Covid restrictions / Risk Assessments allowing external providers onsite/parent views about risks of extra adults onsite.	Contact made with WWT- looking at financing one day per week to build outdoor education into school offer for all children- DL focus for those who need a more hands on and alternate approach to just classroom education.
Priority 3	Parents feeling welcome/comfortable in school	<p>Encourage good parental relationships with PP children's parents so they are comfortable discussing difficulties with payments etc.</p> <p>Named invites to specific events to ensure parents are constantly involved in school life.</p> <p>Constantly approached and spoken to by all school staff at drop off/pick up etc.</p>

### Review: last year's aims and outcomes

Aim	Outcome
At end of EYFS Stage Children achieve GLOD at or above National outcomes	<p>End of EYFS outcome- 58% GLOD</p> <p>This is difficult to evidence as the academic year 2019/20 is based on predicted outcomes from TA during the time the children were in school between Sept 2019 and March 2020.</p>
Closing the attainment gap, accelerated learning including higher ability children achieving greater depth	<p>Although children were making good progress we were unable to continue this across a whole academic year due to Covid 19 school closures.</p> <p>Teacher assessment at the end of the year:</p> <p>End of KS1 predicted outcomes:  R- 61% EXS 11% GDS  W- 67% EXS 11% GDS  M- 61% EXS 17% GDS</p> <p>End KS2 predicted outcomes:  R- 50% EXS 50% GDS</p>



	<p>W- 60% EXS 20% GDS          SPaG- 50% EXS 30% GDS          M- 40% EXS 60% GDS</p> <p>This is difficult to evidence as the academic year 2019/20 is based on predicted outcomes from TA during the time the children were in school between Sept 2019 and March 2020.</p> <p>Progress and outcomes were not released for this academic year.</p>
Y5/6 classes split for mornings- four out of five mornings	<p>The above KS2 predicted outcomes show the final outcomes for end of KS2 teacher assessment.</p> <p>Running smaller groups for the core curriculum areas of maths and English allowed specific, targeted teaching for the children in these year groups and allowed for accelerated progression for each child.</p> <p>Progress and outcomes were not released for this academic year due to Covid 19 school closures.</p>
Improve Emotional Literacy Support across the school	<p>Extra TA trained and qualified as ELSA</p> <ul style="list-style-type: none"> <li>• More sessions for children being offered- 12 children received some ELSA time this academic year</li> <li>• 5 children received a full ELSA program.</li> </ul> <p>This number of children may have been higher as children's mental health and wellbeing have been negatively affected due to school closures.</p>
For all pupils to have access to all activities.	<p>Between Sept and March</p> <p>1x service child accessed peri music lessons</p> <p>2 x PP children accessed PE in school sports kit</p>
Enable children to access education in different forms to allow for individual needs to be met- introduction of Forest School.	<p>Contacts and communication with WWT started.</p> <p>Due to Covid 19 school closures this did not start.</p> <p>To be continued in 2020/21</p>
Celebrating success to improve self-esteem/ Allow children to develop their self-esteem.	<p>Began to match school reward system to school core values so all children will</p>

	<p>achieve- this was not completed due to school closures- To be started in academic year 2020/21.</p> <p>Jigsaw PSHE scheme now embedded into our school curriculum and this teaches and encourages discussion around individuality and respecting/celebrating difference. - CW had started on a weekly basis but did not have time to show any impact due to covid 19 school closures.</p> <p>Teaching and learning with resilience and self learning techniques were having an impact on the children's 'can do' attitude. This was not fully developed due to Covid 19 school closures. To continue into 2020/21.</p> <p>Weekly celebration CW happening and awards for learning awarded and records kept. Parents continue to be involved in this celebration.</p>
<p>Meeting emotional needs of some of our children through Restorative Justice</p>	<p>Restorative Justice is given the time it needs across the school. However, full staff training did not happen due to COvid 19 school closures. This will need timetabling in for 2020/21 as there are members of staff who are not trained in this and need skill development in this area.</p>