

Pupil premium strategy statement 2020-21: William Westley C of E Primary School

Summary information					
School	William Westley C of E Primary School				
Academic Year	2020/2021	Total PP budget	£22, 830 (currently based on 14 pupils and not the updated 22)	Date for next internal review of this strategy	January 2021
Total number of pupils	211	Number of pupils eligible for PP	22 (10%)		

July 2019	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP and SEN</i>	<i>Whole School</i>
% of pupils achieving ARE in reading	43%	0%	80%
% of pupils achieving ARE in writing	29%	0%	71%
% of pupils achieving ARE in maths	14%	0%	75%
	<i>Pupils eligible for PP</i>	<i>Pupils eligible for PP and SEN</i>	
% of pupils making progress in reading	94%	100%	
% of pupils making progress in writing	93%	86%	
% of pupils making progress in maths	100%	100%	

Barriers to future attainment (for all pupils eligible for PP)	
A.	There is a gap between the attainment across reading, writing and maths of PP pupils and non PP pupils.
B.	Some pupils need to develop their organisational skills and resilience. In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure.
C.	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
D.	Some PP pupils have limited access to a range of enrichment experiences. This is further exacerbated by the Covid-19 restrictions currently in place

Outcomes

	Desired outcomes	Success criteria
A.	<p>Close the gap between the attainment of pupils eligible for PP (who are not SEN) and non PP pupils</p> <ul style="list-style-type: none"> - To ensure fallen behind children receive targeted high-quality intervention monitored by SENCo. - To ensure all pupils are given the opportunity to consolidate basic skills. - Pupils read regularly and have access to high quality books for personal and guided reading 	<ul style="list-style-type: none"> - PP pupils maintain at least the standard of attainment they achieved at the end of the previous year in reading, writing and maths); those who have 'fallen behind' will make accelerated progress and 'catchup' or exceed prior attainment standards. - Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written maths. Support staff and class teachers support learning effectively – addressing misconceptions in preparation for lessons. - Additional intervention sessions will take place – based on gaps in learning. Interventions will be monitored by SENCO and the impact of each intervention will be measured. - Quantity/quality of reading in each class it at the level for each child
B.	<p>Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.</p>	<ul style="list-style-type: none"> - Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. - Pupils develop stamina and independence to achieve personal targets and are well prepared for success later in life Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
C.	<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that pupils are able to learn and make progress</p>	<ul style="list-style-type: none"> - Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. - SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Mentoring sessions may be utilised with individual pupils and a mentor within school (class teacher, support staff or SLT) who will meet with the pupil regularly and provide support/alleviate barriers. - Staff are trained in using SEMH interventions and feel confident in using them. Pre and post intervention data indicates positive impact of intervention.
D.	<p>Continue to provide enrichment experiences for PP pupils learning</p>	<ul style="list-style-type: none"> - Maintained and increased access and participation in wider curriculum opportunities.

Planned expenditure

Academic year **2020/21**

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.

Teaching and Learning

Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Close the gap between the attainment of pupils eligible for PP (who are not SEN) and non PP pupils</p> <ul style="list-style-type: none"> - To ensure PP pupils who have fallen behind receive targeted high-quality interventions - To ensure all PP pupils are given the opportunity to consolidate basic skills. - PP pupils read regularly and have access to high quality reading material for personal and guided reading 	<ul style="list-style-type: none"> - Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons. - Staff given training and made aware of 'fallen behind' children and who they need to target. - Increase provision interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up (some of which are teacher led) - Books and equipment to support the delivery of interventions and individualised learning to be purchased to increase interaction and enthusiasm in learning. - All pupils eligible for PP funding to read with an adult at least 3 times a week 	<ul style="list-style-type: none"> - Book scrutiny, learning walks and termly assessment data analysis by SLT. - Termly meetings for staff to analyse progress of fallen behind children. - Dedicated time to lead Pupil Premium: leading Teaching Assistants and team leaders with interventions and how to analyse progress of interventions; monitoring interventions; delivering interventions. - Pre learning support and post learning reinforcements from TAs and teachers. - Pre and Post intervention assessment used to monitor impact of interventions and support 	<p>Senior Leadership Team (SLT), SENCO, maths lead, English lead</p>	<p>Ongoing and end of each term, when progress in analysed</p>

Targeted support

Desired outcome	Chosen action/approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B. Pupils will have good self-organisation skills, resilience and determination. Pupils will</p>	<ul style="list-style-type: none"> - Pupils are able to access lessons through Quality First Teaching, differentiated vocabulary and scaffolding where appropriate. 	<ul style="list-style-type: none"> - Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation 	<p>SLT/ SENCO/ maths lead and English lead</p>	<p>Ongoing, termly</p>

<p>be able to work independently with confidence.</p>	<ul style="list-style-type: none"> - PP pupils demonstrate resilience and the ability to learn from mistakes, modelled by all staff. - Pupils develop stamina and independence to achieve personal targets and are well prepared for success later in life - Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. 	<p>and are being encouraged to be independent by all staff.</p> <ul style="list-style-type: none"> - Termly pupil progress meetings - Book sampling and feedback 		
<p>C. Pupils and families with identified social, emotional or health needs are well supported by school staff so that pupils are able to learn and make progress</p>	<ul style="list-style-type: none"> - Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. - SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Mentoring sessions may be utilised with individual pupils and a mentor within school (class teacher, support staff or SLT) who will meet with the pupil regularly and provide support/alleviate barriers. - Staff are trained in using SEMH interventions and feel confident in using them. Pre and post intervention data indicates positive impact of intervention. - Uniform and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling 	<ul style="list-style-type: none"> - SENCO to liaise with various agencies to provide targeted support for vulnerable children and families - Business manager and office staff to ensure appropriate families receive financial support they are offered. 	<p>Head/SENCO/SLT / Finance</p>	<p>Ongoing, termly</p>

Other Approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?
D. Continue to provide enrichment experiences for PP pupils learning	<ul style="list-style-type: none"> - A range of curriculum enrichment activities provided beyond the classroom - Support vulnerable families in funding extra-curricular activities, e.g. residential visits, day trips, music lessons, clubs etc. 	<ul style="list-style-type: none"> - Database of participation in activities beyond the classroom e.g. after school clubs, sports activities, - Business manager and office staff to ensure appropriate families receive financial support they are offered. 	HT/SENCO Finance	Termly
Total budgeted cost: £22, 830 (currently based on 14 pupils and not the updated 22)				