



Pupil Premium Strategy Statement 2020 - 2021

The pupil premium is allocated to schools for;

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The level of pupil premium is £1300 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.

Pupil Premium Strategy Statement (Wansbeck Primary School)

1. Summary information					
School	Wansbeck Primary School				
Academic Year	2019/2020	Total PP budget	£154675.00	Date of most recent PP Review	19/ 10/2018
Total number of pupils	222	Number of pupils eligible for PP	116	Date for next internal review of this strategy	Oct 2021

2. Current attainment		
Results based on last data 18/19	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Year 6 % achieving in reading, writing and maths	56%	65%
Year 6 progress in reading	+1.0	0
Year 6 progress in writing	+1.37	0
Year 6 progress in maths	+1.27	0
Year 2 achieving in reading	65%	75%
Year 2 achieving in writing	59%	75%
Year 2 achieving in maths	59%	76%
Phonics Screening Test	64%	81%
% reaching GLD	60%	74%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low levels of home reading and opportunities to access books and reading for enjoyment combined with weaker phonic skills. This slows reading progress in subsequent years.
B.	Low levels of communication, language and literacy on entry to the school for pupil premium children which in turn slows their reading and writing progress in subsequent years.
C.	Childrens social and emotional development needs leads to difficulties in establishing relationships and developing good attitudes to learning which can have a detrimental effect of progress
D.	Lack of aspiration and opportunities outside of the childrens local community
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for free school meals are 94.9% (below the target of 96%) This reduces their hours in school and affects their learning.

F.	Lack of academic expectations at home	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.	Pupils eligible for free school meals in foundation stage and KS1 make rapid progress to make age related expectations and the gap closes between disadvantaged and non-disadvantaged pupils in Reading
B.	Higher achievement for disadvantaged children at GLD, KS1 and KS2	Pupils eligible for free school meals make better than expected progress at through each key stage to ensure more children reach age related expectations and attain at greater depth.
C.	Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.	Fewer behaviour incidents recorded for pupil premium children. Children continue to be successful in their secondary provision. No exclusions for children eligible for pupil premium Children's academic achievement increases at GLD, KS1 and KS2
D.	Increased attendance rates for children eligible for pupil premium	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 94.8% to 96% in line with 'other' pupils.
E.	Increase aspiration and give opportunities beyond the classroom	All pupil premium children get the opportunity to access extra-curricular provision and opportunities outside the classroom across the school.

5. Planned expenditure

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.

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?
<p>C Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.</p> <p>B. Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>	<p>Reduction in class sizes to ensure relationships are built with children which in turn ensures higher achievement across the whole school</p>	<p>Over the past two years class sizes have been reduced in the school. This has shown to impact on the behaviour of children across the school due to the secure relationships the children make with the teacher. In turn this has impacted on achievement and progress and standards have consistently been above national at the end of KS2. Due to the success of this strategy the school want to continue.</p>	<p>Ensure all teaching staff are good or better so children in the smaller class sizes have excellent quality first teaching. This will be ensured through constant monitoring, evaluation and feedback.</p>	<p>Head</p>	<p>July 2021</p>
<p>A. Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.</p> <p>B. Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>	<p>SWOT teaching for reading in KS1 to ensure all children read to an adult every day to improve word reading and fluency. Children who are not ready for guided reading due to lockdown will do 1:1 reading daily</p> <p>Staff training for phonics to further develop the phonics provision across foundation stage and KS1 and Year 3. Catch up phonics lessons delivered</p> <p>Reading leader to focus on the attainment and progress of disadvantaged children from foundation stage to Year 6.</p> <p>Reading leader to support NQTs and teachers new to the year group with the teaching and learning of reading.</p>	<p>Reading attainment and progress improved significantly in 2019 and is well above national for KS2 for progress however progress and attainment for disadvantaged children remains below the progress and attainment of all groups.</p> <p>There remains a gap in reading at all stages between PP children and all children. Phonics results at KS1 are below other groups for disadvantaged children.</p> <p>Due to this the continued development of reading as a whole school and the phonics provision will increase the performance across the school in reading.</p>	<p>Reading leader will continue to develop the teaching and learning of Reading at all stages of the school. The reading leader will become an expert in reading to ensure the latest research and development is implemented across the school. The reading leader will be given release time to ensure sufficient preparation time. Reading leader will spend time with HCAT reading lead and HCAT phonics lead to ensure high quality understanding.</p>	<p>Steph Watson</p>	<p>July 2021</p>

	Guided reading to be introduced in KS2 for all children for catch up				
Total budgeted cost					£100,000
ii. 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	When will you review implementation?
<p>A. Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and provisions and increase rates of reading progress for pupil premium pupils.</p> <p>B. Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>	<p>Whole staff training on speech and language to raise the priority within the quality first teaching</p> <p>Employ 1 SASA 5 x afternoons per week to develop speech and language in KS1 and provisions 1 SASA to deliver speech and language in the foundation stage throughout the provision</p> <p>Take part in the Nuffield Early Language Intervention</p> <p>Focused work with SASA in foundation stage 2 x afternoons a week for early intervention for disadvantaged children.</p>	<p>Some of the children need targeted support to develop their oracy skills. This programme has been developed with the support of speech therapists and with individual training for the SASA.</p>	<p>Timetable to be developed to target specific children. SASA will have the highest level of subject knowledge to implement the program</p> <p>Program to be overseen by SENCO to ensure progress is being tracked and staff area accountable for the progress.</p>	Vicky Hird	July 2020

<p>A. Improve oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.</p> <p>B. Higher achievement for disadvantaged children at GLD, KS1 and KS2</p>	<p>Reading recovery SASA to deliver sessions across KS1 to ensure children catch up quickly from lower starting points.</p> <p>1:1 reading daily in all provisions to develop fluency</p> <p>The Burrows to have a high focus on reading and basic skills throughout the curriculum</p>	<p>To provide targeted support to children to catch up reading from lower starting points. To close the gap at the earliest opportunity</p>	<p>Reading recovery SASA has a high level of subject knowledge to deliver the program</p> <p>Program to be overseen by SENCO to ensure progress is being tracked and staff area accountable for the progress.</p>	<p>Vicky Hird</p>	<p>July 2020</p>
<p>B. Higher achievement for disadvantaged children at KS2</p>	<p>Weekly small group and 1:1 sessions for children targeted at ARE in Reading, Writing and Maths.</p> <p>Weekly small group and 1:1 sessions for children targeted at Greater Depth in Reading, Writing and Maths.</p>	<p>To provide targeted support for children in Year 5 and 6 to maintain and increase attainment at the end of KS2</p> <p>Small group sessions are shown to have impact in the EEF toolkit and have proven over time within our school to impact on attainment and progress for PP children.</p>	<p>Teachers and a higher level SASA are responsible for delivering these sessions which ensures high quality and maximum impact.</p>	<p>Year 5 / 6 team overseen by S Bullen</p>	<p>July 2020</p>
Total budgeted cost					<p>£30,000</p>
<p>iii. Other approaches</p>					
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>C Children’s social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.</p>	<p>One full time emotional wellbeing worker and one part time emotional well being worker</p>	<p>It is essential that childrens emotional and social needs are met and developed in order for them to be ready for learning. Our emotional well being workers develop these skills in our most disadvantage pupils.</p> <p>The EEF toolkit shows that targeted support to develop children social and emotional needs along with ensuring</p>	<p>Ensure accurate identification of target pupils and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor well- being logs and children identified as having SEMH issues to track progress in these areas.</p>	<p>Steph Watson</p>	<p>July 2021</p>

		mental wellbeing can be effective, especially for older pupils.			
D. Increased attendance rates	<p>Free breakfast club for Pupil Premium Children</p> <p>EWV to support with attendance and support families were attendance is an issue</p> <p>Rewards and attendance programme for families to encourage children to come to school</p>	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Attendance is below national for all groups and slightly below the national for attendance for similar levels of deprivation</p> <p>Inclusion team will collaborate to ensure all the pieces of the jigsaw are pieced together to tackle low attendance rates,</p>	Regular tracking of attendance to ensure early indication of PA is identified.	Sam Bullen	July 2021
E. Increase aspiration and give opportunities beyond the classroom	<p>All Year 5 and 6 children to attend a visit to London (Lockdown allowing)</p> <p>The school to participate in Chance to Dance and ensure high percentage of children taking part are PP. (Lockdown allowing)</p> <p>All children to experience trips, visits and experiences beyond the classroom. (Lockdown allowing)</p> <p>Residential visit which all pupil premium children are able to access.</p> <p>Character curriculum launched and support with funding these opportunities for PP children</p>	<p>All children will experience events beyond the classroom regardless of the ability to pay. All PP children will take part in educational visits and extra-curricular events outside the classroom.</p> <p>Targeted PP children will be encouraged to take part in Rock challenge to increase self-esteem and self-confidence.</p>	Track all year groups curriculum to ensure the opportunities are given to all pupils.	Sam Bullen	
Total budgeted cost					£50,000

