

Pupil Premium Strategy Statement – Wolston St Margaret’s C of E Primary School 2020 - 2021



1. Summary information					
School	Wolston St Margaret’s C of E Primary School				
Academic Year	2020/21	Total PP budget	£34,420	Date of most recent PP Review	2020
Total number of pupils	208	Number of pupils eligible for PP	23 (incl 4 post LAC)	Date for next internal review of this strategy	2021

2. Current attainment – July 2019 – last published data available		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths working at ARE	100%	65%
% attainment in reading (ARE)	100%	73%
% attainment in writing (ARE)	100%	78%
% attainment in maths (ARE)	100%	79%

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.	A number of PP pupils also have SEND needs, including social and emotional difficulties which affect well-being and progress
B.	A low number of pupils have a deeper understanding of their learning to enable them to achieve Greater Depth attainment in Reading, Writing and Maths
C.	Underdeveloped language and limited vocabulary impede children’s access to the curriculum and limit independent learning
D.	Attainment and progress for disadvantaged pupils can be an uneven picture across the school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Many of the DAP are affected by poor social, emotional, and mental health issues.
F.	A number of disadvantaged pupils have limited access to enrichment activities which impacts upon their cultural capital

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	All DAP to make at least good progress from their starting points.	Progress to show through age standardised scores that pupils are making at least expected progress
B.	DAP to reach at least ARE by year 6 with an increase in the proportion working at higher level.	Outcomes at the end of Year 6 and through the school to show an increase in those DAPs working at the higher level.
C.	Language skills to be improve across the school through high quality first teaching and interventions to expand vocabulary and language knowledge and skills.	DAP in EYFS and Key Stage 1 will make rapid progress to be at ARE and KS2 will have a more developed vocabulary which will be reflected in both spoken and written work.
D.	DAP having more even profile of attainment and progress across all year groups in the school	Attainment and progress data in all year groups to show an increase in DAP reaching the expected levels.
E.	All staff to be able to use a range of strategies to use to support the social, emotional and mental health issues of DAP. DAP with social, emotional and mental health needs to be able to access support through nurture-based approaches	Staff feel confident to support DAP social, emotional and mental health needs and these needs are met (where possible) through nurture work in school.
F.	DAP are able to access a wider range of enrichment experiences to develop their cultural capital	DAP participate in a variety of wider curriculum opportunities and experiences

5. 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.

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 and cost	When will you review implementation?
<p>A, B, C & D</p> <p>All pupils to make at least good progress from their starting points through high quality teaching</p>	<p>Staff training on clear pedagogy, including strategies to develop long term memory, cognitive chunking and formative assessment approaches.</p> <p>Opportunities to observe high quality teaching and to moderate work and agree pupil targets together.</p> <p>Prioritisation of key curriculum aspects following 'lockdown' and adaptations to subject areas, ensuring that all DAP access a full and balanced curriculum</p> <p>Use of enrichment days and cross curricular opportunities to address specifically identified concepts</p> <p>All Nursery and Reception children to be screened on entry using Wellcom language screen and targeted support then implemented.</p> <p>Access to high quality teaching resources, such as White Rose, Kapow,</p>	<p>Research from the Sutton Trust and EEF has shown that high quality first teaching from good teachers has the most direct impact on pupil outcomes and that formative assessment is a key element in this. Using Pupil Premium funding to improve teaching benefits all learners but has a particularly positive impact on DAP</p>	<p>SLT monitoring and evaluation, including lesson observations, pupil interviews, book scrutinies, tracking pupil progress, governor visits and reports to the governing body.</p> <p>Also included with the School Learning Improvement Plan</p>	<p>JM RV RW HG</p> <p>£3,113</p>	<p>At the end of each term and an overall review in July 21</p>

	Jane Considine, Power Maths, etc. Teachers to set aspirational end of year targets in reading, writing, maths and SPaG for each child which are monitored and tracked termly through Pupil Progress Meetings				
Total budgeted cost					£3,113

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 and cost	When will you review implementation?
E Pupils to have their social, emotional, well-being and mental health needs met to enable them to engage with learning opportunities	School's engagement with WISSP project focus on mental health and wellbeing in schools. Training for all staff on areas such as early trauma, attachment, nurture, etc. to help provide them with strategies and approaches to use. Support for groups and individual pupils through work of Nurture TA on self-esteem, friendships, emotions and wellbeing	Emotional and mental health issues are barriers to attainment and progress for some pupils, especially disadvantaged groups. EEF Toolkit – behaviour interventions and mentoring	Evaluation data from nurture TA, lesson observations, pupil progress meetings, feedback from staff and parents.	JM RM £7,313	At the end of each term and an overall review in July 21
E Reduce the number of recorded behaviour incidents and increase engagement for target pupils	1:1 support to engage with access and learning on a daily basis	To increase engagement and reduce behaviour incidents for target pupils and reduce disruption for other pupils	Monitoring and observations	LS JM £13,043	At the end of each term and an overall review in July 21

<p>A, B, C, E & F</p> <p>To improve children's spoken language skills, including vocabulary</p>	<p>Targeted provision for those children identified in EYFS from Wellcom screen</p>	<p>To close the gap in language development and vocabulary through early intervention</p>	<p>Observations and tracking of children's progress using the Wellcom materials</p>	<p>RV JS £3,125</p>	<p>At the end of each term and an overall review in July 21</p>
<p>F</p> <p>To increase the opportunities for development of cultural capital for DAP</p>	<p>Support the cost of enrichment activities, such as trips and residential visits</p>	<p>Provision of wider experiences and opportunities to develop pupil aspiration and inspire motivation for learning. This also enables equality of opportunity.</p>	<p>Pupil progress meetings. Feedback from staff, pupils and parents</p>	<p>SLT £750</p>	<p>July 21</p>
<p>A, B & D</p> <p>To increase the number of DAP working at Greater Depth in reading and maths</p>	<p>Targeted work and interventions by both teachers and TAs focusing on developing number and reading skills to a deeper level.</p> <p>Ensure that all DAP practise skills regularly to improve fluency</p> <p>Pupil Progress Meetings to review the impact of interventions.</p>	<p>To raise aspiration for DAP children through high quality teaching to extend and deepen knowledge and skills through mastery</p>	<p>Lesson observations, book scrutinies, governor visits and reports and pupil progress data and tracking of interventions used</p>	<p>SLT £1,980</p>	
Total budgeted cost					£26,211

iii. 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 and cost	When will you review implementation?
E Providing bespoke support for families experiencing difficulties before they reach CP thresholds	Use of nurture staff and senior leaders to provide support and advice for those families facing a range of challenges, including signposting to services and supporting with appointments with agencies and completing paperwork	To reduce the pressure on families and to help to ensure that children and their families are able to access the support that they need to improve their lived experiences and life chances	Feedback from pupils and parents	JM RM £6,986	At the end of each term and an overall review in July 21
Total budgeted cost					£6,986

Total Planned Spend - £36,310

6. Review of expenditure				
Previous Academic Year		2019-2020		
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
<p>A, B & C</p> <p>All pupils to make at least good progress from their starting points in English</p>	<p>Staff training, including SEND and English</p> <p>Whole school implementation of The Write Stuff and Hooked on Books. Audit and update reading resources, including those for early reading skills</p> <p>All Nursery and Reception children to be screened on entry using Wellcom language screen and targeted support then implemented.</p>	<p>Strategies were implemented well but were interrupted due to COVID 19 lockdown and it was difficult to measure impact in all areas. The children responded well to the writing structure of The Write Stuff and this allowed all children (including SEND and DAP) to produce higher quality pieces.</p> <p>The EYFS children responded well to the Wellcom screening and this provided us with valuable language information and enabled support to be targeted. The interventions used were successful in closing the gap for those children identified with lower levels of language development.</p>	<p>Staff will continue to embed most of these approaches during the coming year. A number of staff accessed online training for The Write Stuff during lockdown.</p> <p>Following a review with staff on the Hooked on Books approach compared to materials produced by Ashley Booth, Key Stage 2 are going to be using his approach to whole class reading from September 2020. We were able to trial this in Summer Term 2020 with the KS2 key worker children and the Year 5 children who returned to School in June.</p> <p>Wellcom language screen and work in EYFS will continue in 2020/21.</p>	£2953
<p>A & B</p> <p>All pupils to make at least good progress from their starting points in Maths</p>	<p>Continue with Maths Hub Mastery group and implementation of The Power of Maths</p>	<p>Strategies were implemented well but were interrupted due to COVID 19 lockdown and it was difficult to measure impact in all areas. In addition the Maths lead who was key in driving this went on maternity leave in January 2020.</p> <p>However, staff reported positive implementation and book scrutinies, etc by the Maths lead and Maths governor in January 2020, identified a clear progress in the use of maths mastery across the school</p>	<p>We will continue to embed this work during the coming year with the full return to school of all pupils and the Maths lead return from maternity leave.</p> <p>Adaptations to the maths curriculum (as part of catch up and recovery) mean that the focus this year will be on key number concepts with other aspects such as measurement covered during enrichment days or in a cross curricular way.</p>	£1500

ii. 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
<p>D</p> <p>Pupils to have their social, emotional, well-being and mental health needs met to enable them to engage with learning opportunities</p>	<p>Support for groups and individual pupils through work of Nurture TA on self-esteem, friendships, emotions and wellbeing</p>	<p>The employment of a nurture TA has had a huge effect on the children and they enjoy their mentoring sessions. This work also helped some children to recognise their emotions and begin to develop strategies to address them.</p> <p>This role was also key during lockdown in supporting those more vulnerable DAP through phone calls, visits and provision of work.</p>	<p>This provision will continue next year and will be key to support children as they return to school and re-engage with learning and friendships.</p>	<p>£7,203</p>
<p>D</p> <p>Reduce the number of recorded behaviour incidents and increase engagement for target pupils</p>	<p>1:1 support to engage with access and learning on a daily basis</p>	<p>This work had a positive impact on the individuals involved and helped to remove a number of barriers.</p> <p>The level of intervention needed by one target DAP has reduced significantly as a result of this work and has had a positive impact on the quality of learning both for the individual and for all the learners in the class.</p>	<p>To continue to provide support for target pupils.</p>	<p>£13,043</p>
<p>A & C</p> <p>To improve children's spoken language skills, including vocabulary</p>	<p>Targeted provision for those children identified in EYFS from Wellcom screen</p>	<p>The EYFS children responded well to the Wellcom screening and this provided us with valuable language information and enabled support to be targeted. The interventions used were successful in closing the gap for those children identified with lower levels of language development.</p>	<p>Wellcom language screen and work in EYFS will continue in 2020/21.</p>	<p>£2,925</p>
<p>D</p> <p>To increase the opportunities for development of cultural capital for DAP</p>	<p>Support the cost of enrichment activities, such as trips and residential visits</p>	<p>DAP pupils were able to access a wide range of experiences, such as a trip to the pantomime, residential visit and museum trips. Thus, ensuring equality of opportunity for all.</p>	<p>Continue with this strategy</p>	<p>£550</p>

<p>A & B</p> <p>To increase the number of DAP working at Greater Depth in reading and maths</p>	<p>Targeted work by both teachers and TAs focusing on developing number and reading skills to a deeper level.</p>	<p>Strategies were implemented well but were interrupted due to COVID 19 lockdown and it was difficult to measure impact in all areas. Intervention work was tracked and monitored by a member of the SLT who also held meetings and training for TAs</p>	<p>To continue with this approach, including providing TA training and support but to make the implementation sharper and more rigorous.</p>	<p>£550</p>
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<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Actively target clubs and sporting events and activities to ensure opportunities available for DAP</p>	<p>Wide range of clubs and activities on offer for all children. Ensure that any possible barriers for DAP are removed and attendance is actively encouraged</p>	<p>All pupils were able to take part in all activities, trips and visits which widened experiences and developed aspirations.</p>	<p>This provision will continue to allow access to experiences which will impact positively on children's self-esteem and aspirations</p>	
<p>Providing bespoke support for families experiencing difficulties before they reach CP thresholds</p>	<p>Use of nurture staff and senior leaders to provide support and advice for those families facing a range of challenges, including signposting to services and supporting with appointments with agencies and completing paperwork</p>	<p>Forms and paperwork were completed as needed, appointments attended with support, and advice and sign posting to agencies, etc as required. DAP and their families able to access support needed reducing pressure on families at home. This was particularly key during lock down where we kept in close contact with the most vulnerable families. Regular information was sent to parents during lockdown and food bank vouchers and free school meal vouchers were supplied. A member of the SLT and a DSL was on call at all times and CP meetings etc were still attended remotely.</p>	<p>Our most vulnerable families really value this approach and support and we will continue this to ensure that all of our children including DAP receive the help that they need to access support, appointments, etc as required.</p>	<p>£6,962</p>

Total Planned Spend - £35,136